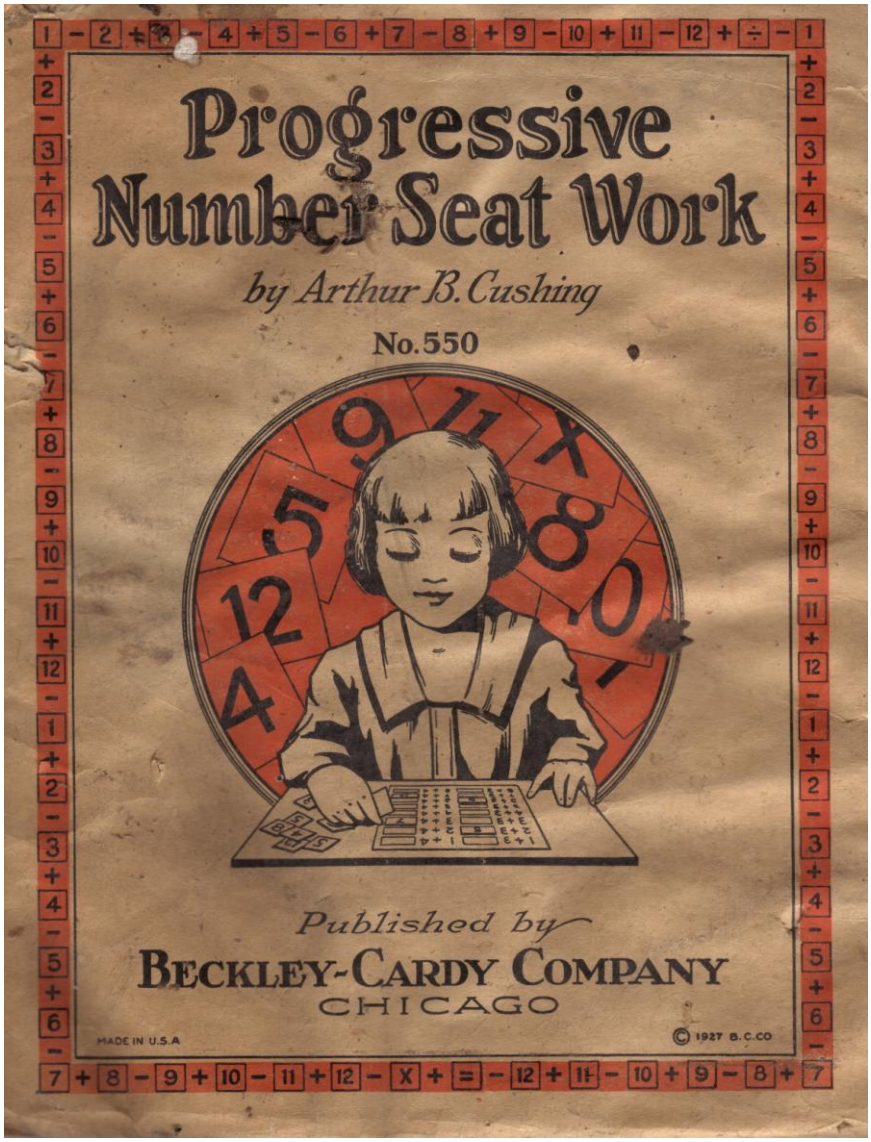
HISTORIC STRUCTURE ASSESSMENT
VALLEY VIEW SCHOOL

County Road 140, Chaffee County, Colorado



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PART I - INTRODUCTION

RESEARCH BACKGROUND AND PARTICIPANTS

BACKGROUND

Located two miles west of Salida, the Valley View School is nestled at the base of a low mesa on a pinon-studded rise with an unimpeded view towards Salida to the east and across hayfields that lead down to the Arkansas River to the north. An irrigation ditch crosses the property behind the schoolhouse and empties into a holding pond east of the schoolhouse acreage. Two other irrigation ditches pass towards the front of the parcel, along County Road 140, feeding the extensive hayfields nearby. One privy stands to the northwest, another to the northeast. A wood flagpole stands tall in front of the main entrance, and the swing frame support remains to the west. The school and its associated buildings are in fair condition and retain a high degree of integrity in terms of location, setting, design, materials, workmanship, feeling, and association.[1]

Members of Historic Salida, Inc., noticed that the Valley View School was deteriorating, and decided to try to find a way to preserve it. Soon after this was discussed at a meeting, the owner of the property, Roberta Koenig, passed away. The executor of her estate announced that he wanted to give the school and its site to a non-profit corporation. Historic Salida notified him of its interest. However, the organization was not then in a position to own and manage property, and called Salida School District 32-J to see if there would be an educational use for this site. Fortunately, the school district had been looking for a place to have an alternative high school near Salida. The nearest facility of that type was in Buena Vista, 28 miles away.

Work is now underway to survey the site and transfer title from the Koenig estate to Salida School District 32-J.

In the meantime, Historic Salida, Inc., applied for a Historic Structure Assessment grant from the Colorado Historical Society State Historical Fund with the permission of the executor of the estate, and the grant was funded.

The site was also nominated to the National Register of Historic Places under the multiple property nomination for rural schools, and it was listed on October 12, 2003.

As part of the project, the consultants provided a public workshop on historic structure assessments at the school. Nine attended, and broke up into teams to describe the building, evaluate its condition, make recommendations, and develop a prioritized preservation plan.

[1] Valley View School National Register Nomination, Katy Grether and Chris Geddes, 2003.

PURPOSE OF THE PROJECT

This historic structure assessment is being conducted to present a comprehensive understanding of the condition and needs of the Valley View School.

CONSULTANTS

Central Colorado Preservation Partners, Inc. was selected through a competitive interview process to conduct the assessment. Gary W. Higgins, licensed preservation architect, and Jackie W. Powell, preservation planner, conducted the fieldwork on the site. Joal and Laura Cronenwett, also licensed architects and members of the Historic Salida, Inc., Board of Directors, graciously provided drawings of the building and site gratis. Katy Grether, also a board member, wrote the National Register nomination gratis, with assistance from Chris Geddes of Colorado Historical Society Office of Archaeology and Historic Preservation.

PROCESS TO COMPLETE THE REPORT

Higgins and Powell photographed the building, measured individual features, and described each element in the required historic structure assessment outline. They then assessed the condition of each element, made recommendations for its treatment, developed estimates, and drafted a prioritized preservation plan. Progress was reported at each monthly Historic Salida, Inc., board meeting. School district personnel were consulted regarding specific needs for an alternative high school.

FUNDING PARTNERS

This project is funded by Colorado Historical Society State Historical Fund moneys (project # 2003-HA-074). Joal and Laura Cronenwett made an in-kind donation of the site plan and building drawing.

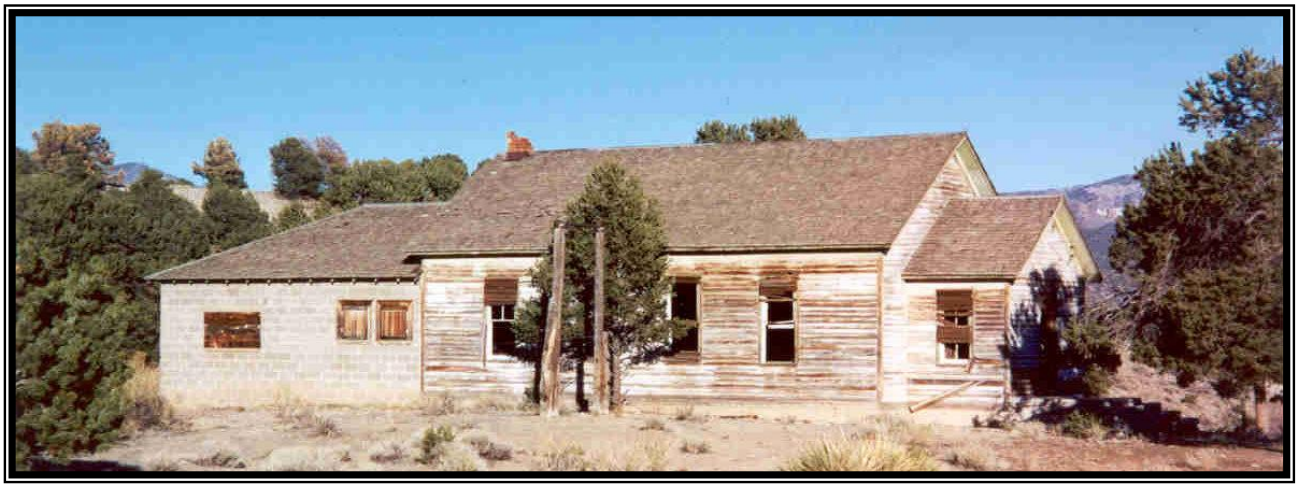
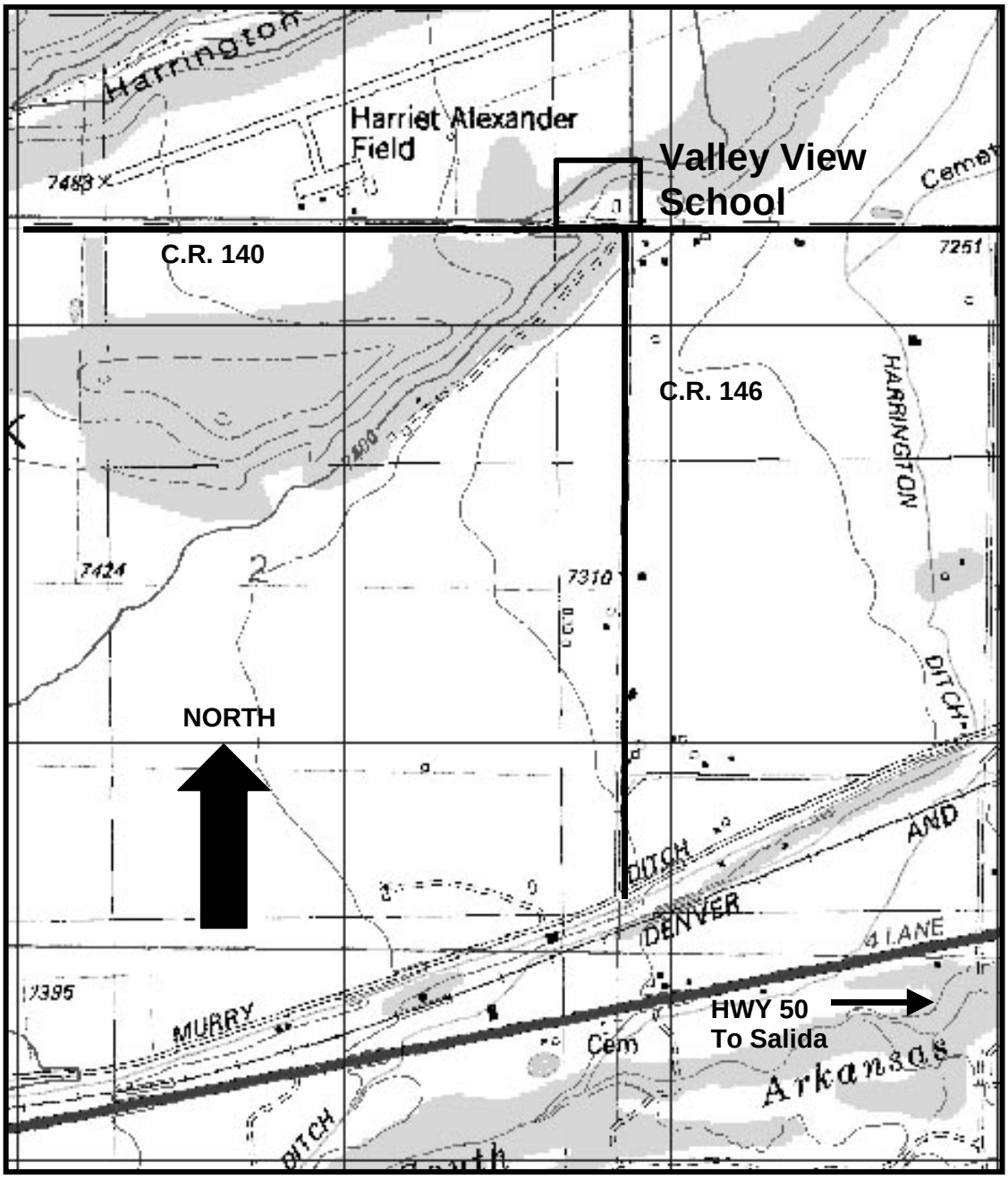


Figure 1. Valley View School, looking northeast.

LOCATION

VICINITY MAP



LEGAL DESCRIPTION

Beginning at a point on the North boundary of the County Road 30 ft. North of the Southeast corner of Section 35, Township 50 North, Range 8 East of N.M.P.M., thence North 245 ft., thence West 200 ft., thence South 190 ft. to a point on the North boundary of said County Road, thence southeasterly along said North boundary of said County Road to place of beginning, containing 97/100 of an acre.

The boundary includes the parcel of land historically associated with the school and its associated outbuildings.

Additional acreage beyond the original site may be included in the transfer of title from the Koenig estate to the Salida School District.

PART II - HISTORY AND USE

ARCHITECTURAL SIGNIFICANCE AND CONSTRUCTION HISTORY

NATIONAL AND COLORADO RURAL SCHOOLS[2]

The characteristic form of schoolhouses was established with the 1832 publication of William A. Alcott's *Essay on the Construction of School-Houses.* Alcott stressed the importance of light, fresh air, and space in his designs. He prescribed large windows for light and ventilation placed above eye level to avoid distractions, desks with backs arranged in rows to allow teacher and student circulation, and space around the building for fresh air and play at recess.

Although published architectural plans for school buildings were available as early as 1832, early settlers, struggling to erect a building with the limited resources at hand, had little inclination or ability to follow elaborate designs. Communities had limited funds and produced structures that were almost purely functional; style was a seldom-affordable extra. Many of the rural schoolhouses that remain today exhibit their regional vernacular building traditions but often are based on plan book designs or on a common cultural perception of what a country school should look like.

Rural school architecture divides into two broad categories, *vernacular* and *architect designed*. The vernacular type is divided into *folk* and *mass vernacular*.

Folk vernacular school buildings, often exhibiting regional characteristics, make use of available local materials such as sod, logs, or adobe. Few survive as they were never meant to be anything but temporary and were abandoned as soon as a more respectable schoolhouse could be built. Most are likely to resemble an agricultural outbuilding or primitive dwelling.

Mass vernacular school buildings exhibit traditional designs and make use of commercial machine-made materials (including standard bricks; dimensional lumber; concrete block; asphalt shingles; prefab millwork; and manufactured hardware and fittings). They often have some ornamental details or fairly sophisticated architectural additions, such as a portico, dormer or bell tower. However, rural school buildings were often utilitarian in design, reflecting an economy in design and construction. In general, the resulting building exhibited a concern for providing shelter efficiently, lacked stylistic details, utilized inexpensive and readily available building materials, and did not require the skills and tools of a highly trained craftsman. However, it is important to note that good local craftsmanship often existed, and the finished product provided a further reflection of the community's pride in its school.

[2] Extracted from: Suzanne Doggett and Holly Wilson, *National Register of Historic Places Multiple Property Documentation Form: Rural School Buildings in Colorado*, Colorado Historical Society 1999.

By far the most prevalent building material for schoolhouses was wood. The balloon frame was typically built with dimensional lumber and covered with horizontal wood siding, such as weatherboard, shiplap, clapboard or beveled. If any one color of exterior paint was used most often it was white, with touches of green, red, blue, or brown in the trim.

Interiors were simple in both plan and finish. The earliest schools were a single, undivided space. Many schools included space for a cloakroom or anteroom with coat hooks, a shelf to hold lunch pails, and a wash basin. Lath and plaster walls were trimmed with wood. Baseboards, wainscoting, picture rails and the simple window and door surrounds were also wood. Blackboards lined the walls, often framed by the widely spaced windows. If the school district could not afford slate, black painted fiberboard (such as beaver board or masonite) would be used. After 1900, when interest in Americanization increased, a flag became a standard feature. Indoor plumbing was almost nonexistent.

Playgrounds began as a simple open space or "yard" adjacent to the schoolhouse. By the turn of the century playground equipment became more evident. Initially, it consisted of primitive play structures such as a teeter-totter and swings. The schoolyard was most often fenced, a device intended to keep livestock out, rather than children in. Another feature of the schoolyard was the ubiquitous flagpole.

Although privies, sheds, barns/stables, and teacherages were almost always part of the school complex, most of these ancillary structures are either not extant, or have not been recorded in sufficient numbers to fully assess their physical and associative characteristics.

Located a discrete and sanitary distance from the schoolhouse, privies were utilitarian in design. They were essentially wood frame covered with horizontal or board and batten siding with a shed or gable roof. Most rural schools included separate facilities for boys and girls, and occasionally a privacy screen shielded the door. The majority of outhouses were "one-seaters." Sheds were almost always wood frame with horizontal or board and batten siding and a gable or shed roof. Small barns or stables were built to accommodate the horses of those students fortunate enough to ride to school. These structures were usually wood frame with horizontal or board and batten siding topped by a shed or gabled roof. Many of these structures were nothing more than loafing sheds – a shed room supported by wooden posts or metal poles enclosed on three sides.

In most rural areas, housing was limited. Before 1900, teachers often boarded with the families of their pupils. Eventually some local school districts attempted to solve the problem by adding living quarters to the schoolhouse or providing a separate building on the site. Most of the teacherages are wood frame construction.

In summary, many Colorado schoolhouses share a number of physical characteristics and are remarkably uniform in scale, proportion, massing, and window and door placement. The most common schoolhouse built in the state during the late 19th and early 20th century was one-story, wood frame with a gable roof and a rectangular plan. It had a central entry in the gabled end; large, double hung sash windows evenly placed on the side walls; a single undivided interior space; and often included a belfry. In many areas of the state this was the final school form until post-World War II consolidation.

SIGNIFICANCE

Valley View School is significant under Criterion A in the area of Education and Criterion C in the area of Architecture. The building meets the registration requirements of the Schoolhouse Property Type as defined in the Multiple Property Documentation Form- Rural School Buildings in Colorado. The school, along with its associated privies, is a good representation of the rural schoolhouses that are quickly disappearing from the landscape. The flagpole and swing frame both date to the period of significance and are considered contributing features.[3]

ARCHITECTURAL STYLES AND CONSTRUCTION HISTORY

Constructed in 1903, the school exhibits those characteristics associated with the property type including: a rural setting, rectangular plan, gabled roof, cloakroom, tall narrow windows, and one large classroom. The 1936 Works Progress Administration (WPA) addition shows the evolution in schoolhouse design with the placement of a hipped roof over the concrete block section, considered to be an early 20th century innovation in rural school design (Doggett and Wilson, 1996, p. 22). In addition, the privies in their original locations further contribute to an understanding of rural education. Passing by this group of buildings, it is easily recognizable as an early schoolhouse**.**

HISTORICAL BACKGROUND

With the discovery of gold in the Colorado mountains in the 1860s, a large number of people were attracted to the Arkansas River Valley as a place to call home. Though many came hoping to strike it rich in mining, others settled in the area for its good water and soil, vital for successful farming and cattle raising. Carved out of Lake County, Chaffee County was founded in 1879 and named for Jerome B. Chaffee, the first U.S. Senator from Colorado after the state was admitted to the Union (Shaputis & Kelly, 1982, p. 3). Salida had a post office, cabins, and two hotels when it was incorporated in 1879. This would all change with the arrival of the railroad.

The Colorado Midland, the Denver, South Park & Pacific, and the Denver & Rio Grande (D&RG) Railroads all competed to lay track across the rugged Rocky Mountains. The Denver & Rio Grande won the race and arrived in Salida in May 1880, Salida was now accessible by rail, leading to further settlement and development of the region. Though other rail lines came through the area, it would be 1887 before the Colorado Midland would roll into [the valley] on standard gauge rails (Shaputis & Kelly, 1982, p. 31). It was the beginning of the boom and bust cycles that would plague many mountain communities well into the 20`h century.

"With the silver crash of 1893, the entire area went into an economic decline and many of the Maysville residents moved closer to the larger mines near Monarch and Garfield, to Salida, or more promising gold mining districts" (Milam, 1998, p. 3). With this influx of people to the area, some turned to other means to earn an income and by the turn of the 20th century, there were many farming and ranching operations to the west of town. In this fertile region, agriculture quickly became the mainstay of the region's economy, and with this growth came the need for schools to educate the children of the farmers and ranchers.
"No matter how tough the miner and no matter how rough the cattleman or rail roader, one of his first thoughts was educating his children. A school and a church were the first things a

[3] National Register Nomination.

community developed" (Shaputis & Kelly, 1982, p. 68). Valley View School represents one of the last of more than 30 rural school districts formed in Chaffee County at the peak of mining activity that attracted railroads and a growing population to the upper Arkansas Valley in the years following the Civil War. When Chaffee County was formed in 1879, it included ten of the original schools in the area. Sixteen more schools were built during the 1880s, nine in the next decade and the last two, including the Valley View School, were built in the 1900s.

The Valley View School held classes for ranching families west of Salida during the years of 1904 to 1942. Records show that there were 17 teachers during those years. The salary for nine months of teaching was $50.00/month and peaked at $100/month. Starting with 29 pupils in 1904, the school reached its maximum of 42 students in 1907, large numbers for a one-room schoolhouse. By 1942, the year the school closed, the number of students had decreased to 11. Among the names, it appears that there were two, possibly three, male teachers during the years the school was open (see 1906 photo). Several of the teacher's names appear to be from families who are still in the area. In 1987, the Chaffee County Extension Homemakers recorded information related to the schools in the county. They found the following remarks in one teacher's report:

> For better sanitary conditions of schoolhouse, I suggest the painting of the walls, Varnishing the wood work, oiling of floor, and painting the blackboards a dark green which is much better for the eyes. The outbuildings should be fixed to prevent the drifting of snow in them. They should be whitewashed inside and plenty of lime scattered about. The windows should be securely fixed to keep out imposters.

It was not an easy life for the rural schoolteacher. Teachers had to haul water and firewood into the schoolhouse. Water was obtained either in town or from one of the adjacent ranches and carted out to the schoolhouse in a large milk can (Hutchinson, June 27, 2003). Occasionally the parents delivered hot meals to the teacher. In their book, A *History of Chaffee County,* June Shaputis and Suzanne Kelly relate one of the many difficulties a rural teacher could encounter:

> The rural schools generally operated for two to four months of the year. In most cases the teacher, who also served as custodian, was paid about $50.00 a month. The teacher usually handled a small number of students, but the students ranged from first graders to eighth graders. Sometimes, especially in the case of a young woman, the teacher had to maintain discipline with students who were older and larger than she…

The need for teachers in these rural areas was so great that, oftentimes, the teachers were barely out of school themselves. Instruction in the "3 Rs" began and ended with prayer with the schoolhouses themselves doubling as places for religious meetings and socials. "More than any other historic rural building, the schoolhouse represents the cultural heritage of the surrounding community" (Doggett & Wilson, 1996, p.28). Besides being used as the schoolhouse, the building hosted the annual Christmas program as well as meetings for the School Board (Hutchinson, June 27, 2003). In addition, the Farmers' Union used the schoolhouse for meetings in the late 1930s and the Agricultural Extension Club used the building to put on a play (Campbell, August 14, 2003). The building provided a place for the local community to gather.

By 1927 the number of active schools started to decrease as the mining areas played out and the population shifted to other pursuits. By the 1940s, only 14 districts were active. The school district held onto Valley View, even though it was not used for education purposes. In 1958, however, the remaining school districts in Chaffee County consolidated into two districts, R-31

in Buena Vista and R32 in Salida. It was at this time that Valley View was sold to a private owner, who continued to leave the buildings unused. As a result of its long- term vacancy, no alterations have taken place. Though deteriorated, the buildings stand as silent reminders of the rural educational experience.

PERSONAL MEMORIES

Some personal experiences of a former Valley View student, local rancher and veterinarian Dr. Wendell Hutchinson, whose family homesteaded on a ranch between Salida and Poncha Springs, were recorded in the process of completing the National Register nomination for the school. Dr. Hutchinson has been a veterinarian in Chaffee and four neighboring counties for the past 50 years. He recalls that he and his brother Jake walked a mile to and from the school until they graduated and went to Salida High School. He says that very few children were driven. The following is information paraphrased from his recollections.[4]

> The Valley View School, in District 29, was built about the turn of the century by John Woods and family. John Woods built the building because it was closer for his kids to go to school there, rather than go all the way over to Poncha Springs.
>
> I, personally, went to Valley View School from the first grade to the eighth grade, walking from the house on Highway 50 with my brother, Jake, who started school one year after I did.
>
> The teacher used a hand-held bell to call the students into school. The cloakroom was the first room coming in on the south and when we came in, we had to hang our coats on a rack with the boys on one side and girls on the other. The teacher hauled in water in a five-gallon milk can and poured it into a large earthenware crock with a spigot. Each student had their own cup with their name on it, which hung on nails over a shelf on the north side of the room.
>
> The schoolroom was one room with a big heavy Round Oak brand pot-bellied stove in the middle, closer to the back door than the front. The school board was supposed to supply wood for the teacher. My father was on the school board at that time and he and Colin Campbell would haul wood from the pinions in little chunks and stack it for the teacher. Later, coal was used in place of wood. Oil lamps were used for light until the building was electrified.
>
> The floor in the old school was wooden but the teachers always sprinkled a kind of oily sawdust on it at the end of the day, then swept it up. They used the same sawdust day after day.
>
> There was a piano in the southeast corner of the room and each morning before classes started we sang several songs such as *Star Spangled Banner*, *America the Beautiful* and, I think,
>
> > *When the little chicken drinks*
> > *He takes the water in his bill.*
> > *He lifts his head way up high,*
> > *And lets the water run down hill.*
>
> Other songs were *When You and I Were Young, Maggie, When Irish Eyes are Smiling, Way Down upon the Swanee River.*
>
> Like most other schools, there were dances at Valley View. The desks were pushed aside to make room for dancing. Music was provided by local musicians who played guitars, banjos, the piano, or whatever was available.

[4] Based on oral history recording of Dr. Hutchinson by Betty Plotz, 2003.

> A cinder block addition was added to the back of the building by the WPA in 1936. The stalls in this addition were used for coal and wood, and the larger space was a garage. One of my teachers, Bessie Schroeder, had a black Dodge coupe and she never parked it in the garage. Instead, she would park it on the hill and every afternoon she would start it by rolling it down the hill and putting it in gear.
>
> I remember Colin Campbell and my father working on the swing. I think they were repairing it and they put supporting cedar logs on the sides to support the uprights and bolted them in. It was quite a swing and the bigger kids would almost take it clear around the bar, they would get going so high.
>
> In addition to the swing we played other games such as Dare-base, Kick the Can, Pump-Pump Pullaway, and baseball. We had one ball and the cover was about half off of it, and one bat. Elsie Alloy (Curtis) could pitch the ball so nice and easy that even a blind man could hit it.
>
> The west outhouse at Valley View was for the boys and the east one was for the girls. In order to go to the outhouse, you had to raise your hand and get permission from the teacher. The time you spent there was somewhat restricted because the teacher didn't want you to take advantage of the situation. I remember looking down in the seat holes and at times seeing black widow spiders. To my knowledge, however, no one was ever bitten by one. In the wintertime, the outhouses were very cold and the students didn't tarry. The Montgomery Ward catalog was used for toilet paper. I don't remember using toilet paper as we know it today.
>
> I did get a good education at Valley View, because I eventually graduated third in my class at Salida High School.

Norman Campbell is one of three children of the Colin Campbell mentioned in Dr. Hutchinson's recollections. Colin and his wife Luella Campbell served on the Valley View school board for many years. Norman attended Valley View for eight years from 1936 to 1944 and his sister Helen also attended the school. Norman now lives in Delta, Colorado, as does his sister. The whereabouts of the third sibling is unknown at this time. Norman remembers some of the uses of Valley View School beyond as a classroom. Meetings of the Farmers' Union were held there in the late 1930s, as they were in other schools in the valley. Once, members of the Farmers' Union put on a play at the school; Norman was one of the participants. His mother Luella's agricultural extension club also put on a play at Valley View School.

ARCHITECTURAL DESCRIPTION[5]

EXTERIOR

The one story, wood frame schoolhouse has a rectangular plan consisting of a 36'-4" x 22'-4" clapboard main section with a 25'-0 x 22'-4" concrete block addition. The original portion sits on a concrete covered stone foundation and faces south towards the road. The front gabled roof has slightly overhanging boxed eaves and is covered with wood shingles. A brick chimney pierces the roofline at the rear of the wood-sided section. Concrete steps lead to a centrally placed door within a projecting gabled entrance vestibule. The deteriorated wood door contains a large open panel in the center with a smaller opening towards the bottom. The glass from the

[5] National Register Nomination.

door is missing.[6] There is a window on the east and west sides of the vestibule. A pipe projects from above the door and appears to have been used for lighting, though no bulbs or globes are attached. A ball shaped end cap sits at the south end of the metal ridge roll atop the gable peak of the vestibule.

On the clapboard portion, there are four windows on either side. All of the windows are tall, narrow, double-hung, single-pane two-over-twos framed with simple wood trim. The gabled vestibule has the same windows, one on each side. All windows on the schoolhouse and addition have lost their glass panels and are covered with wood slats, though some slats have come off in various places.

A hipped roof with wood shingles covers the 1936 Works Progress Administration (WPA) concrete block addition. Exposed wood rafters peek out at the eaves. Concrete makes up the floor and foundation. The three wood windows lined up in a row on the east side are six-over-six wood sliders and divided by a vertical wooden slat in the middle. The glass and many of the muntins are missing. Exterior doors are located on the north and include a pedestrian door towards the east end of the wall as well as a set of wooden double doors hinged on both sides towards the west end. The pedestrian door is missing, though the hinges remain in place on the wood frame. A "WPA" imprint is stamped into the concrete slab in front of the double doors. The west side of the addition also has three windows. The northernmost window is also a six-over-six wood slider divided by a vertical wooden slat and missing its glass. The two windows to the south are square with no muntins or dividers and are covered with hinged vertical wood doors. The small room in the addition with the two square openings was used for storage of coal and wood. Teachers parked their cars in the larger space. All windows in the addition have concrete sills and unpainted wood trim.

Located in front of the gabled entry is the original wooden flagpole, standing approximately 25' tall. Towards the west of the entry area is the wooden frame for the swing. The frame consists of two upright wooden poles that are connected at the top by a horizontal wooden pole. Metal rings for the swing are still attached to the horizontal pole.

INTERIOR

Original interior elements of the schoolhouse include blackboards, wainscoting, plaster and lath walls, doors and wood flooring. The wainscoting comes up approximately 45" from the floor with the remainder of the walls and ceilings made up of lathe and plaster. The blackboard covers approximately three-quarters of the north wall of the classroom and is interrupted at one point by the vent for the stove, which extends down from the ceiling. The stove, though no longer in the school, was a heavy "Round Oak Stove" that stood at the rear of the clapboard section. The brick chimney is still extant on the roofline and the stovepipe hole is visible on the north wall of the classroom. In the cloakroom, two original four panel wood doors remain in place, one on each side of a centrally placed shelf. Above the shelf, nails for coats line the wall. The boys were required to hang their coats on one side, girls on the other (Hutchinson, August 2003). The south wall of the classroom, which backs to this shelf area in the cloakroom, has a section where the lath has been damaged and no plaster remains. The glass in the transoms above the doors has been shattered.

The interior of the WPA addition contains the exposed roof rafter system, concrete block walls with no plaster, windows as previously documented, and an enclosed stall in the southwest

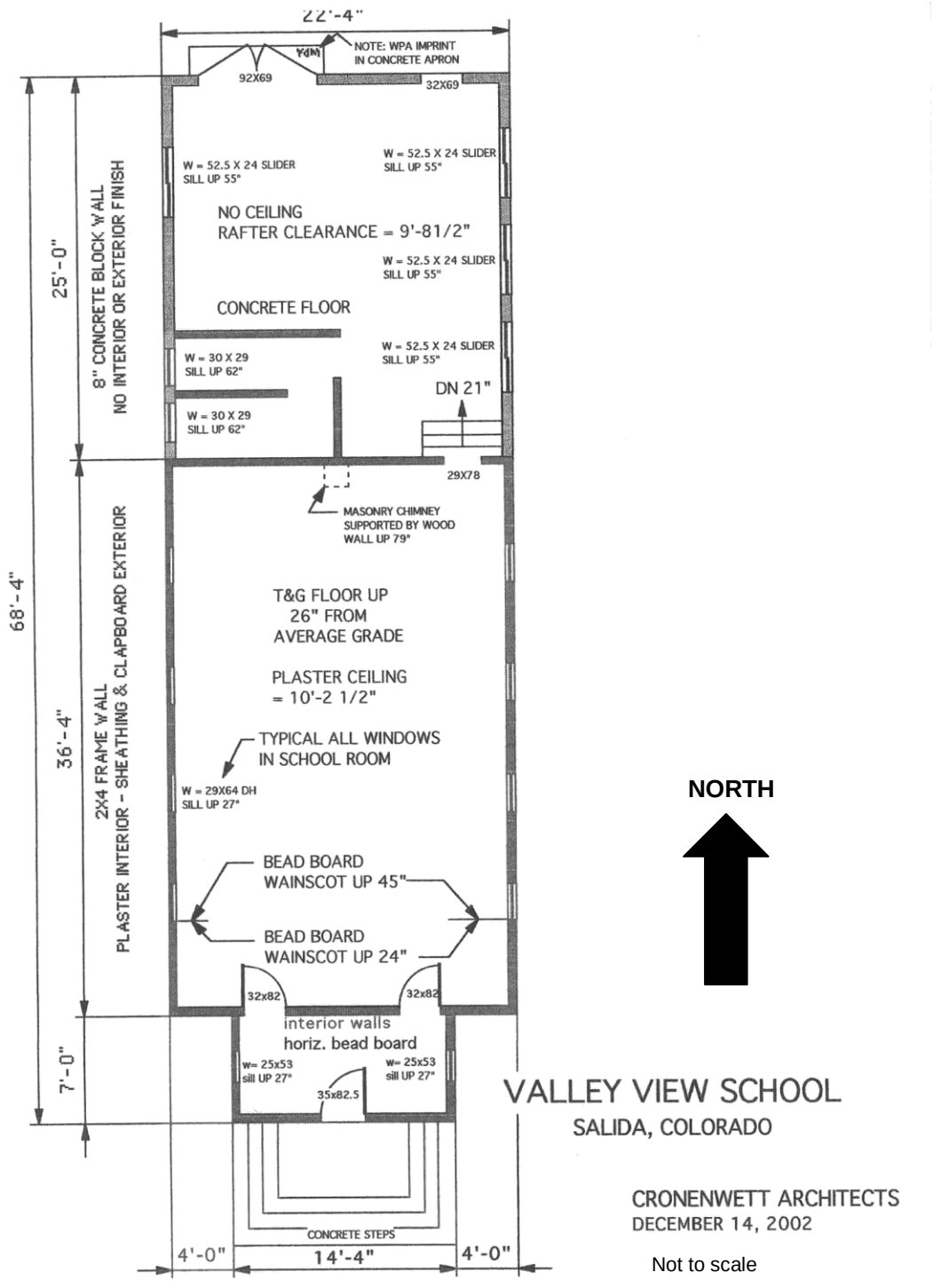
[6] Additional investigations reveals that the door was an unglazed five-panel door.

corner. The stall is made up of studs-out construction with wide horizontal wood planks for walls. A vertical plank wood door is located on the east side of the stall. There is a wood framed opening on the south wall of the addition, towards the east side, that leads into the classroom. Two concrete steps lead to this opening that currently has no door. The wood clapboard siding on the north wall of the original section is visible from inside.

PRIVIES

There are two privies associated with the school, one to the northwest and one to the northeast. Each privy is a rectangular one-story building with horizontal wood siding and wood cornerboards. The side gabled roof has slightly overhanging eaves over exposed wood rafters and is covered with wood shingles. Diamond-shaped vents are located in the gable ends. The northwest privy is leaning towards the side and has a deteriorating roof. Each privy contains two wooden seats on the inside. The western privy was for the boys, the eastern one for the girls.

EXISTING SKETCH PLAN



CHARACTER-DEFINING ELEMENTS

Valley View School displays the typical characteristics of a vernacular Colorado rural school. It is simple and utilitarian in design and construction, with few if any stylistic details. It is exactly described by this extract from Doggett and Wilson:

> Many Colorado schoolhouses are remarkly uniform in scale, proportion, massing, and window and door placement. The most common schoolhouse…was one-story, wood frame with a gable roof and a rectangular plan. It had a central entry in the gabled end; large, double-hung sash windows evenly placed on the side walls, [and] a single undivided interior space.…[7]

The original portion of Valley View School has a wood shingle gable roof, and the WPA addition has a wood shingle hipped roof typical of the time it was built. The exterior of the original portion is horizontal clapboard siding painted white with green trim. There are four tall windows on each side of the classroom. The vestibule, with its entry centered on the gable end, has one smaller window on each side wall. The WPA addition has higher, horizontal windows on the east and west sides, plus two hatches on the west for access to storage bins.

The vestibule, finished entirely in bead board, retains traces of coat hooks, and there is a shelf and hooks for a water container and cups and other items needed daily. The front door is unglazed five-panel, which is not typical of most schools, where often there was a light in the top half of the door. This door may have been replaced during an apparent refurbishing of the building during the 1930s. The two four panel doors leading into the classroom are a typical style and arrangement. The classroom itself is a large, undivided space. A chimney for a heating stove remains on the upper north wall.

Finishes in the classroom are typical -- varnished wood wainscoting below with painted plaster above. The ceiling is also painted plaster. There are blackboards at each end of the room. The floor is tongue and groove wood strip flooring. Trim is plain.

The interior of the WPA addition is even more utilitarian than the rest of the building. The space is open to the roof, exposing the roof framing. The walls are unfinished concrete block, and the floor is concrete. The door to the compartments and the vehicle doors are vertical board with exposed bracing, probably site-built. The exterior person door was a manufactured five-panel door.

The two gable-roofed two-seater wood frame privies located at "a discrete and sanitary distance"[8] from the school are important elements on the site. The flagpole at the front of the property and the swing frame are also important remnants of the history of Valley View School.

[7] Doggett and Wilson.
[8] Ibid.

PROPOSED USES

Salida School District 32-J wishes to use the Valley View School as an alternative high school. This type of facility provides educational services for at-risk students. A location away from urban and social distractions is ideal for this function.

Use as an educational facility will require installation of state-of-the-art communications and information management systems, as well as the basic infrastructure: water, plumbing, sewer, mechanical, and electrical systems. A parking area for both cars and buses will be needed, with adequate turning space for the buses.

Because of the small number of students expected to attend the school at any one time, the existing classroom is of adequate size. A private and secured counseling room will be needed, plus adequate storage for materials and supplies. Lockers are not wanted, and coat hooks and shelves can be provided in the vestibule.

There should be a clear view of restroom doors, either directly from the classroom or perhaps through a mirror system, so the staff can keep track of where students are at all times.

A basketball court is desirable.

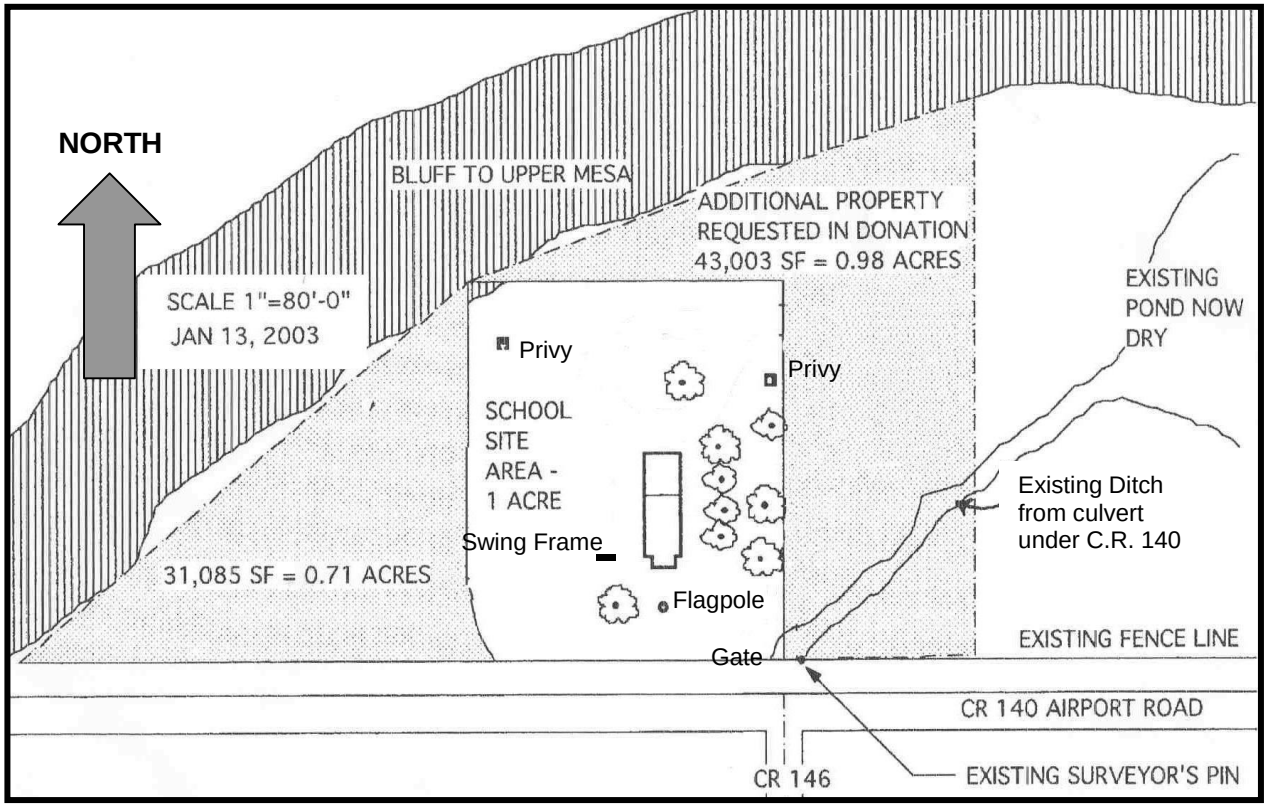
Appendix A – Valley View School Preliminary Program is an interview about needed facilities for the alternative high school.

PART III – STRUCTURE CONDITION ASSESSMENT

SITE

PRELIMINARY SITE PLAN

Requested acreage totals 2.69 acres. Actual acreage to be transferred totals 2.02 acres.



ASSOCIATED LANDSCAPE FEATURES

OVERALL SITE, CIRCULATION, AND PARKING

Description

Valley View School sits at the south foot of the mesa on which an airport, Harriet Alexander Field, is located. The site slopes toward the east and south, and commands a fine view of the fields west and north of Salida, and then Methodist Mountain and the high Sangre de Cristo Mountains to the south. To the east and southeast are the hills that form the east boundary of the Arkansas River valley, and the mouth of Big Horn Sheep Canyon, taking the river through the canyon to Canon City, is visible from the school.

The original one-acre school site was fenced, and remnants of this fencing survive today. This one acre forms the boundary of the National Register site.

The site is dotted with pinion – some quite large -- and other typical widely-spaced desert plants – yucca, cactus, sages, and rabbit brush, among others. Much of the ground is bare, revealing a sandy, rocky, yellowish poor soil. A hardy apricot tree is located at the southeast corner of the property.

Figure 2. Looking west from Valley View School. Fence line is edge of original one-acre school tract. Road at left is County Road 144. Note bluff beneath airport mesa on right two-thirds of picture.

There is a bluff to the north and west, punctuated by a “waterfall” created by drainage that exits the mesa top and then turns to run east-west along the north side of the school site. This ditch has eroded into a large gully that empties into a stock pond or holding pond east of the school. The west privy is approximately 17’ from the edge of this gulley. If it continues to enlarge, it could erode away the west privy pit.

Drainage from the road connects with an irrigation ditch just east of the present gate. This ditch also empties into the pond, and is very deep and eroded.

Figure 3 Figures are standing on the edge of the eroded irrigation ditch that runs from the east side of the property gate to the stock pond. Looking northeast. Tree at far right is hardy apricot.

The road side of the site is fenced with two strands of barbed wire above woven hog wire, and steel posts along the road. Wood posts mark the west edge of the original site. The posts on the east edge are both wood and steel. Fence wire is missing on the east and west sides, and there is no obvious evidence of a fence to the north. The gate at the road is a let-down wire gate with wood posts. It is likely that the site was fenced during the historic period to keep livestock away from the school.

Remnants of a two-rail wood fence exist in the front of the school between the wire fence and the road. This fence had 4' high posts set about 8' apart. The posts were cut off square at the top with the bottom rail at 24" above grade and top rail 18" to 20" above the bottom one. The posts were scooped out to receive the round or rough split rails. Each rails, mounted on the road side of the posts, was held in place with a single carriage bolt. There are 4 or 5 posts with rusted carriage bolts but no rails remaining in front of the school. A short way to the west it appears the rail fence made a diagonal across the corner of the property from the front fence to

meet the north-south fence along the original one-acre property line. Remnants of two posts exist in this alignment and a single rail lies on the ground nearby.

There is no formalized parking on the site. The gate enters at County Road 140, at the southeast corner of the site, and vehicles must go up a rather steep incline to find a place to park near the building.

FLAGPOLE, SWING FRAME, AND TEETER-TOTTER

Description

The flagpole is located south of the front of the school. It is a tall tree trunk with limbs and bark removed. The bottom of the pole rests just at or slightly above ground surface. Two shorter poles are partially buried on the north and south side of the flagpole, and are bolted through the flagpole in two places on each side, to keep it erect. The top of the flagpole has broken off, but is stored on-site. It has a single screw eye at the top, where the rope was attached.

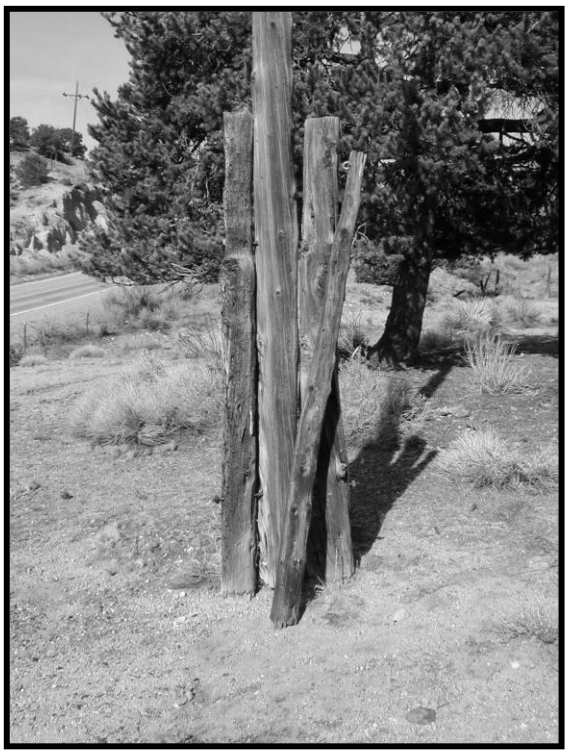


Figure 4. Flagpole base, looking west. Diagonal element is top of flagpole, broken off. Note screw eye at top left of this piece.

Figure 5. Swing Frame, looking northwest.

The swing frame is of similar construction, with a post to the outside of each vertical pole to keep the structure erect. The poles are connected at the top with a metal bar that appears to have been an axle. This is kept in place by a strap iron harness atop each post. Two half-loops

are welded to the bar, and these hold the rings to which were attached the ropes or chains for the swing.

A teeter-totter seat was found in the building. No teeter-totter base was found on-site.

Condition

The site has reverted to a natural state. It is doubtful that any formal landscaping ever existed beyond the flagpole and the swing. Possibly, a portion of the site may have been cleared of vegetation – especially cactus – along paths to the privies and near the school where the children played.

The eroded gully on the north edge of the site causes flash flood drainage, could eventually erode the west privy pit, and reduces design flexibility for adequate vehicle circulation. The eroded gully on the east edge of the site may also cause difficulties with entry to the site, since the County engineer has suggested that entry should be directly opposite County Road 146.

There is a curving hill on County Road 140 just to the west of the school, and traffic is known to travel above the speed limit frequently. The existence of irrigation and drainage ditches in or near the right-of-way may complicate widening the road for turns or acceleration.

Additional land may be transferred from the Koenig estate. There is a triangle approximately 0.71 acre in size west of the original one-acre school site that abuts the bluff described above, plus an irregularly shaped tract of perhaps 0.98 acre to the north and east of the school. These are too small and rugged for individual development or use in conjunction with ranching or other agricultural operations that would take place to the east of the school. If consolidated, the property would then total a usable 2.02 acres.

The flagpole is broken, and both the remainder of the pole and its side supports are in **poor** condition. The swing frame is stable and in **fair** condition, but it should not be used as a swing and merely retained *in situ.*

Recommendations

- Retain the existing vegetation in areas of the site that will not be actively used.
- Protect the larger pinions close to the school building, and the flagpole and swing frame.
- Replace the flagpole with a similar-style and shape peeled tree trunk and side supports.
- Maintain the existing wire fence along the road. If additional fence is desired, it should be constructed in the same or a similar style.
- Working with the County Engineer, establish pedestrian, automobile, and bus access to the site. Extend C.R. 140 culvert, and cover to provide site access driveway.
- Replace the existing gate with a sturdy gate (wood or steel) that would be left open when the site is in active use. Locate gate well inside property to provide safe stacking space for entering and exiting vehicles.
- Provide appropriate circulation and parking within the site, as unobtrusively as possible. Use graded gravel road base as driving surface.
- Provide for outdoor recreation facilities such as basketball hoops and/or volleyball courts.

- Revise drainage and ditches to prevent additional erosion on-site. Fill existing gullies to original ground level. (Please see *Appendix C - Preliminary Drainage Report.*)

Figure 6. Looking north across C.R. 140 from C.R. 146. Ditch is directly ahead of center line of C.R. 146.

ARCHAEOLOGY

Description

No archaeological survey has been done of the site.

Although the actual building site may have been leveled somewhat in association with its construction, there are no builders' trenches or other obvious construction-related features

There are two privy pits on the site.

Condition

If the privy pits were not frequently cleaned and the privies were not occasionally moved, and if artifact hunters have not robbed them, they are likely to yield cultural information about activities on the site through the years.

There is some potential for prehistoric archaeological remains, particularly isolated finds. Recommendations

- An archaeological survey should be conducted of the school site. At that time, the type of archaeological mitigation required during construction would be determined.

FOUNDATIONS

DESCRIPTION

The main building foundation is not viewable because it is covered with a stucco coat. However, all indications are that the vestibule was constructed simultaneously with the main building and one could expect the two foundations to be similar. In areas near the porch, some of the stucco coat has broken and fallen off revealing the round cobble foundation. The cobbles are of various sizes, some quite large, set with mortar.

The stucco coat is similar on both the main building and vestibule and is continuous from one to the other on the west side. It is a pebbledash type stucco and was scored to look like random sized rectangular blocks. The scoring appears to have been done with a concrete joint tool which left an inch or so of flat area on each side of the score mark. The workmanship is quite refined.

On the east wall a layer of concrete has been applied to the face of the foundation wall up to the bottom of the skirt below the water table and in some areas covers a bit of the bottom of the skirt board. This condition continues around the north end of the building wall and ends about 10 feet from the northeast corner of the building where the termination can be seen inside the WPA addition. Although it is an unacceptable practice, it does exhibit good workmanship,

Figure 7 (left). Foundation with pebbledash stucco. Note scoring to imitate ashlar laid stone. Looking northeast.

Figure 8 (right). South and east walls, showing layer of concrete over stucco. Looking north.

In a 1906 photograph, a small corner of the southeast building foundation is visible. It seems to be mortared stone, without a stucco coat. There is no evidence for when the stucco was

applied, although it can be speculated that it was part of the general overhaul of the building in the 1930s.

There is no foundation ventilation.

The foundation at the WPA addition is an 8 inch wide concrete stem wall of unknown depth. It is not known whether it is supported on a spread footing or any other structural element.

CONDITION

The main building and vestibule foundation is in fair to good condition with a minimal amount of stucco coat broken or cracked. The concrete overlay on the east wall is in good condition.

The concrete stem wall is in fair to good condition. There are several areas where it exhibits cracks on the exterior face.

RECOMMENDATIONS

- Sound the entire length of the stucco coat for loose areas. Remove loose stucco and repair the stucco coat with a scored pebbledash coat to match and integrate with the original.
- Provide foundation ventilation with appropriate metal grills.
- While the concrete overlay doesn't need work, a flashing should be installed between the top of concrete and the skirt board. See water table costs under Exterior Envelope.

PERIMETER FOUNDATION DRAINAGE

DESCRIPTION

The building is built on a small rise in the topography with the general slope being to the east. On the east or downhill side grade slopes away quite well. On the west side of the building, grade is quite flat from the middle to the south end of the building and slopes gently to the north from the middle to the rear.

The soils at the site are permeable gravels, so water percolates quite readily. No ponding is evident around the building, although a drip line exists under the eaves along the east, north, and west sides. While the general slope is to the east and north, grade is relatively flat around the perimeter of the building at the walls. Some soil accretion has occurred on the west side of the building, especially at the addition.

At the Vestibule and main building grade is well below the wood framing members. At the addition, however, grade and top of stem wall coincide in a number of areas, especially on the west side.

CONDITION

Condition of the grading is **fair** to **poor**. There is a rodent hole under the foundation at north end of the west wall.

RECOMMENDATIONS

- Grade away from the building for a positive slope. On the west side of the addition, grade should be brought down to 6 inches or so below top of stem wall. Grade should be brought up high enough on the foundation wall to discourage rodents from burrowing.
- Here a swale should be created to drain away from the building and to the north.
- Install a 24" band of 1/2" to 3/4" gravel around perimeter of building. Place on filter fabric. Edge with steel edging.
- Monitor the foundation wall for rodent holes, keeping them filled as they are found.

BUILDING STRUCTURAL SYSTEM

GENERAL STRUCTURAL SYSTEM DESCRIPTION

The main building and vestibule at Valley View School are light wood frame construction, probably balloon framed given the period of construction. The observable framing members are rough sawn and nearly full dimension. Wire nails were used throughout; no cut nails were found.*

The WPA addition is concrete block on a concrete foundation.[9] The roof is wood framed.

FIRST FLOOR STRUCTURAL SYSTEM

DESCRIPTION

There is no access to the crawl space nor are there any holes in either the flooring or foundation wall that would allow views of the floor framing. Since it is not observable, size and spacing of floor framing members, for the moment, will have to be conjectural. There is likely a center beam set longitudinally below the joists which bear on it and on the exterior foundation walls. This would result in a span of less than 11 feet for the floor joists. A likely condition would be 2x8s @16"oc which would provide a reasonably stiff floor and is similar to other buildings of this period. The crawl space is probably quite shallow.

The floor in the WPA addition is a concrete slab of unknown thickness. Likewise it is not known whether it incorporated any reinforcing. Concrete technology was in its infancy at the turn of the last century and it is unlikely that it is reinforced. This slab has construction joints at 5'-3" in both directions and is poured tight to the stem wall on three sides and against the main building foundation on the forth.

CONDITION

The wood floor system is in good condition. The floor in both the vestibule and the main building is quite stiff with no apparent soft spots. As noted elsewhere in this report, there is a crack between the floor boards at the center of the room suggesting that floor at the center of the room might be slightly higher than at the outside walls. If so, it is hardly noticeable.

The concrete slab in the WPA addition is in good condition with no visible cracks.

RECOMMENDATIONS

None

* The transition from cut nails to wire nails occurred in the central Colorado mountains at the end of the 19th century into the early 20th century. Many craftsmen preferred cut nails and continued to use them as long as they were generally available. During this period, as opposed to early 19th century, nail type can be used only nominally for dating construction features.

9 The current term for concrete block is "concrete masonry unit", but since that term was not yet coined in the WPA era, the term "concrete block" will be used throughout this report.

ROOF FRAMING SYSTEM

DESCRIPTION

The vestibule roof is framed with 2x4 rafters at 18" to 24" on center at a pitch of approximately 8 in 12. The rafters are bird-mouthed over the wall plates and extend to provide a 10" overhang. There is no ridge board The ceiling joists are the same size and are nailed to the rafters at the wall plates, acting as collar beams. A 1x6 is nailed to the rafters at the ridge and the ceiling joist below only at the center rafter set. Shingle boards are 1x6 with 2" spaces.

The main building roof is constructed at approximately an 8 in 12 pitch framed with 2x4s at 24", but with one space of 27". There is no ridge board. A 1x4 collar tie is nailed at each rafter set at approximately 5'-6" above the top of the ceiling, making the collar tie approximately 4'-6" long. The shingle boards are the same as the vestibule, 1x6s with 2" spaces.

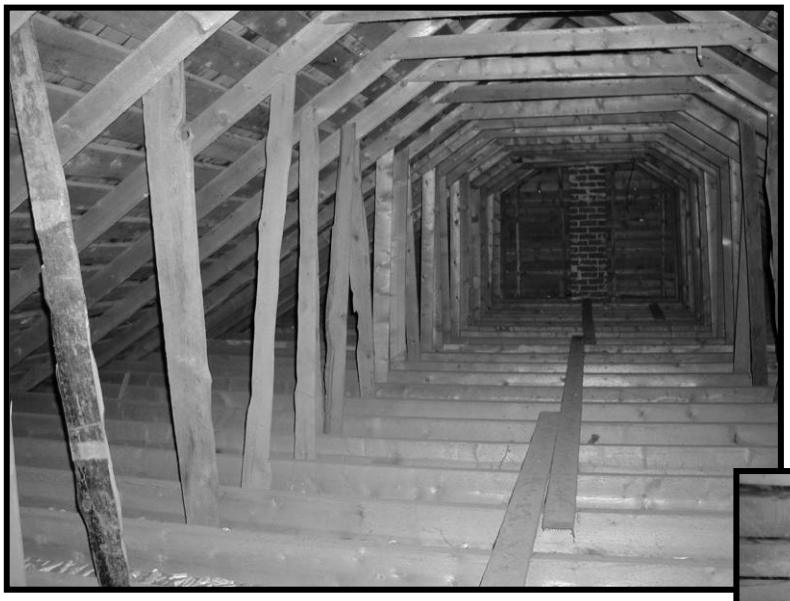


Figure 9 (left). Roof framing, looking north. Note brick chimney at far wall. Note reused lumber toward this end.

Figure 10 (right). Roof framing, looking toward eave. Note 1x4s angled to hang the ceiling joists from the differently spaced rafters.

The ceiling joists are nearly full dimension 2x6s at 16" on center. They are not typically nailed to the roof

rafters as collar beams except where the dimension systems coincide. They are hung from the roof rafters with 1x4s at approximately mid-span of each rafter. Some of the "1x4s" are not true 1x4s, but rather odd sizes of used lumber, especially at the south end of the attic space. Since the roof system and ceiling system are on different spacings, some of these 1x4s have to reach at an angle to pick up the ceiling joists. This results in some rafters having only one 1x4 suspended from them and others having two. Presumably the roof rafters were set at 24" for economy and the ceiling joists were set at 16" to provide a short span for wood laths which in turn would result in good support for the plaster ceiling.

The addition roof is 2x4s at 24" on center and utilizes a 2x6 ridge board at the main ridge and 2x4 ridge boards at the hip ridges. Its pitch is approximately 6 in 12. The rafters are bird-mouthed over an anchor-bolted 2x6 plate set in a bed of cement. The cement raises the plate approximately 1 1/4" above the top of the concrete block wall. A 2x6 collar beam spans from wall to wall at alternating rafter sets. They are supported in the center by a double 2x6 beam running north/south. The beam is supported along the length of the east frame wall of the coal bin and at the north wall of the addition where a beam pocket is notched into the concrete block. Spaced shingle boards are random width 1x lumber, some of which have white stains, apparently having been used as concrete form boards. All lumber in the addition roof framing is surfaced four sides (S4S).

CONDITION

The condition of all roof framing systems is **good**. The ridges of all portions of the building are level and true indicating the roof systems are performing adequately.

RECOMMENDATIONS

None

BUILDING ENVELOPE – EXTERIOR WALLS

EXTERIOR WALL CONSTRUCTION

DESCRIPTION

Both the vestibule and the main building are constructed of 2x4 studs. In the main building they are spaced at 16" on center. One inch thick sheathing boards are nailed to the studs. Building paper is nailed to the surface of the sheathing, providing a barrier to air infiltration under the siding. Red rosin paper was used at the main building and black paper used at the vestibule. The black paper may have been asphalt impregnated felts, but it is too dried out to determine. It is not known why different papers were used on the two building sections. The siding is nailed to the sheathing boards without regard to the stud spacing.

The WPA addition was built of concrete blocks 8” high, 8” deep, and 15 ½” long. The addition was built to the back wall of the original building, leaving originally exterior clapboard exposed on the interior of the addition.

The blocks are uneven in color, from medium to light grey. The blocks are laid up in running bond, but in the top middle of the back wall two teams of workers seem to have met, for there are irregularly sized blocks in this area. The pointing is unevenly colored light grey Portland cement. The mortar is rather messy, which could indicate that this was a training opportunity for the workers. At some points pieces of mortar have fallen or eroded out. The walls do not appear to have ever been painted.

The exterior faces of several blocks have eroded off to a depth of 1/4" to 1/2". This probably is moisture related. Most of the face-spalled blocks are in the first course laid on the stem wall. In some of these areas the stem wall projects slightly beyond the faces of sound blocks.

Figure 11. Concrete blocks on WPA addition, showing spalling on first course. Looking west.

There are several areas of diagonal stairstep cracking, especially below fenestration corners. In many of these instances, the stem wall foundation has cracked directly below the stairstep cracking. The movement appears to have been historic, but these areas should be monitored.

CONDITION

The exterior wall framing is in **good** condition. The sheathing is well nailed and accounts for the enduring true and plumb condition of the building.

The concrete blocks are in **fair** to **good** condition.

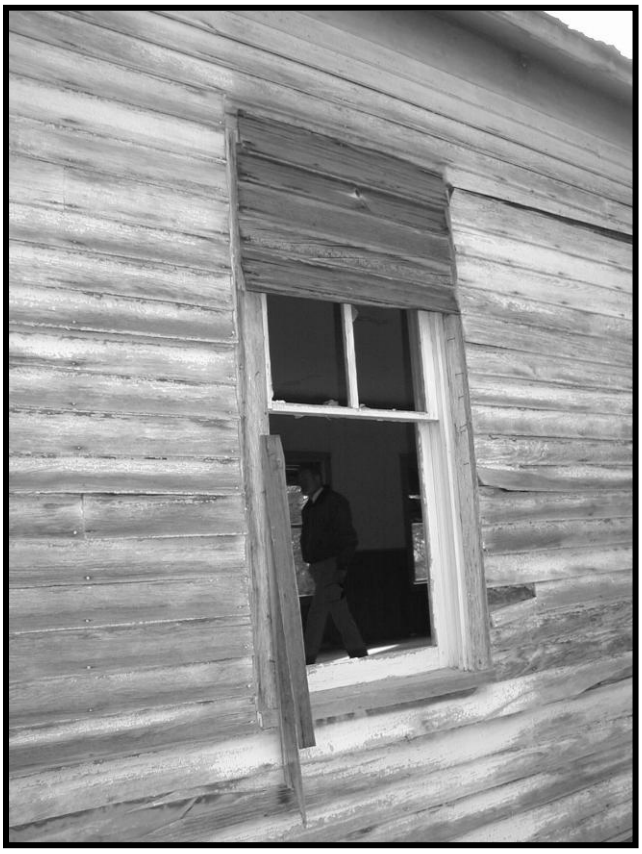
The mortar, although not cleanly applied, appears to be in **good** condition except where it has fallen out, primarily on the top portion of the walls, and it is in **fair** condition.

The lintels are in **good** condition.

RECOMMENDATIONS

- Spot repoint the concrete block walls, being especially attentive to the horizontal bed joints which keep moisture from penetrating the tops of the blocks. Rake out the bed joint below the first block course. Repoint this joint using a sloped joint to flush out with the face of the stem wall.

EXTERIOR FINISHES



ORIGINAL SCHOOL, INCLUDING VESTIBULE

Description

The front, original portion of the building is clad with horizontal lapped clapboards, 5" wide with 3/8" butts, originally painted white. The clapboard is attached to the studs with 2" wire nails.

The exterior walls are topped with a 1x6 board fascia painted green, and the corners are trimmed with plain 1x4 board on each side of the corner. The water table skirt is a 1x6 board. .

On the back wall of the original building, now sheltered by the WPA addition, the skirt board below the water table is painted

Figure 12 (left). Example of condition, exterior wall and trim. West wall, facing southeast.

a bright green.

Condition

Most of the paint is gone, due to sandblasting and the heat of the sun. Many of the boards are cupped, and some are split or broken, leaving the clapboard in **poor** condition.

The green board at the top of the wall is in **fair** to **good** condition. The paint has faded.

The water table and corner trim are in **poor** to **fair** condition. Their paint also has faded and the wood has weathered. The water table has broken off in some places. The skirt board below the water table is in poor condition.

Recommendations

Figure 13. North (left) and west (right) facades of WPA addition. Note chimney remnant at north end of original school ridge. Looking southeast.

- Renail loose siding and siding with minor splits.
- Replace broken, rotted, and severely cupped siding in kind. Siding should be nailed with one nail that is placed so it does not penetrate the siding course below.
- Renail loose trim, including fascia, soffits, corner boards, water table and door and window trim.
- At the concrete faced east foundation wall, remove water table skirt. Install a sloped sheet metal cover and drip over top of horizontal concrete surface. Extend sheet metal 4" min. up under skirt. Extend hemmed edge drip 1" min. down over concrete face. Rip skirt to fit. Bottom edge of skirt to be 1" min. above sloped metal.
- Replace broken, split, and deteriorated trim in kind.
- Prepare all surfaces for painting by scraping to sound substrate and sanding all soundly adhered paint. Feather edges of same to provide smooth surface. Paint all siding and trim.

OTHER MASONRY AND EXTERIOR APPENDAGES

CHIMNEY

Description

In addition to the WPA addition, there is the remnant of a red brick chimney centered at the north end of the ridge of the original building. (See Figure 13.) Only four or five courses of brick remain. The north side of the chimney has been covered with a cementitious parget coat. Originally the chimney probably terminated with a decorative corbeled top.

Condition

The chimney is in **poor** condition above the roof, but in **good** condition in the attic and in the classroom where it has been plastered over.

Above the roof the chimney is falling apart. All mortar joints have eroded out and the bricks are falling from the roof.

The flashings are in **poor** condition.

Recommendations

Since no photos showing the chimney top have been found, building it higher than five courses would be conjectural. Therefore, rebuild the chimney to five courses using similar soft bricks and a compatible soft mortar. Cap the top with a sheet metal cap.

Flash the chimney properly into the new roof with stepped flashing. Paint the flashing to match the brick color.

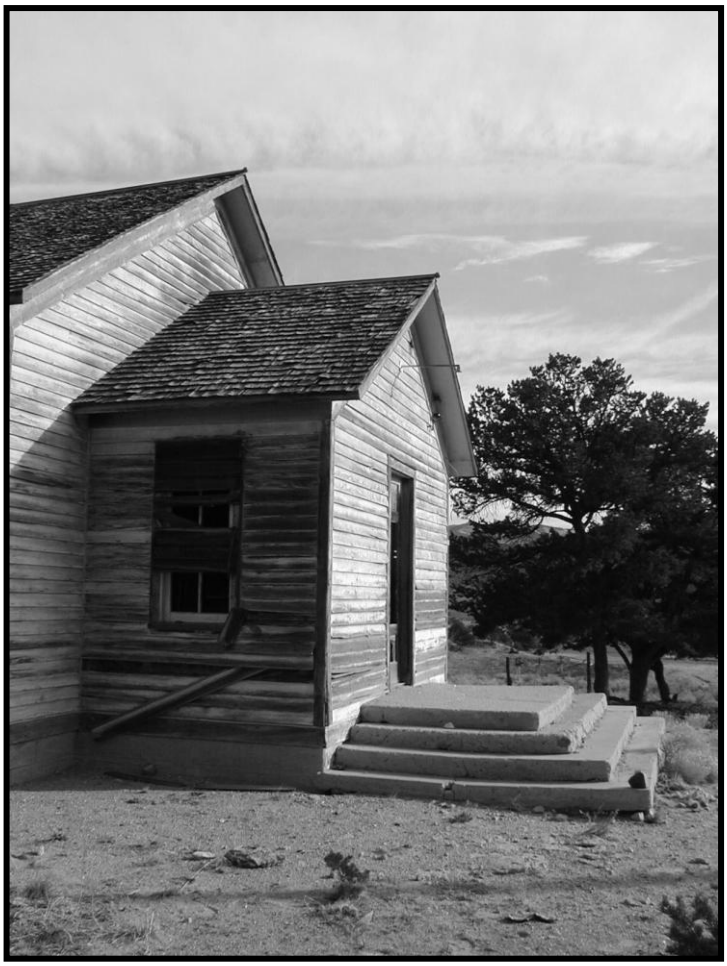


Figure 14. Vestibule and front stoop. .Looking east-northeast.

CONCRETE STOOPS AND STEPS

Description

The front stoop is four concrete slabs, decreasing in size as they ascend to form steps on three sides. The measurements of the slabs are (lowest to top):

14'-7 1/2" x 8'-0" x 6 to 7"
12'-7" x 7'-0" x 6 1/4"
10'-7" x 6'-2" x 6 1/4"

8'-7" x 5'-0" x 5 1/2" (worn off)

The edge of each forms a riser for the steps up. The remaining exposed top of each slab forms a step on three sides, leaving a tread approximately 12" deep.

The bottom slab has cracked across the center in both directions, and its top is slightly concave. Soil has eroded from beneath it, so that most of it now appears to sit on surface cobbles only. The upper three slabs are also cracked and have bowed downward to match the base slab. There is some erosion, from either wear or temperature changes, of the top edges of the slabs.

It is likely that the original steps were of wood construction. At the southwest corner of the vestibule, the pebbledash foundation coating wraps around the building corner and is partially covered by the lower step of the concrete stoop, indicating that the stoop was added later. There is no documentary or photographic evidence of either the pebbledash or the stoop, so they may both have been added during one period, such as during the WPA work.

In the 1906 photograph, seen above in the Foundations section, the steps on which the students are sitting appear to be much less monumental than the existing stoop. Perhaps they were made of wood, but this cannot be determined because the students are in front of them.

There are three concrete steps down into the WPA addition from the classroom. They measure 5'-1" wide. The three risers vary in height to total 21" and treads are approximately 12" each.

There is a small slab of worn “cyclopean” concrete just outside of the person door that exits the north end of the WPA addition. It may have been a doorstep. If so, it has been moved away slightly from its original location and probably turned upside down. The sill of the person door is concrete. On its northwest corner the letters "WPA" have been pecked, possibly with a nail.

Figure 15. Front stoop. Looking north at southeast corner.

A small concrete apron 8'-7" x 1'-10" is just outside the vehicle door of the addition. The letters “WPA” have been stamped into the northwest corner. The scratched initials “P.D.D.” are just to the right. A "WPA" stamp also is at the northeast corner with other initials scratched into the concrete but these are not legible.

CONDITION

The front stoop is in **poor** condition and does not provide wheelchair access to the vestibule.

The steps from the classroom to the addition are in **good** condition, but do not provide wheelchair access between the rooms.

The north addition doorstep is in **poor** condition.

The vehicle door apron is in **fair** to **good** condition.

RECOMMENDATIONS

- Front stoop:
- Remove the existing concrete stoop.
- Examine the ground and the south façade of the vestibule after the stoop is removed, to determine whether there is evidence of an earlier, smaller step or stoop.
- Provide an adequate base of compacted clean fill.
- Replace the stoop in its original configuration but with better concrete.
- Provide a concrete wheelchair ramp approaching the stoop from the west. (Please see Accessibility Compliance.)
- Provide wheelchair access between classroom and WPA addition, perhaps providing a new floor at classroom floor elevation. (Please see *Appendix B - Adaptive Use Plans.)*
- Replace the north doorstep.

BUILDING ENVELOPE – ROOFING AND WATERPROOFING

ROOFING SYSTEMS AND SHEET METAL FLASHING

DESCRIPTION

The entire building is roofed with sawn wood shingles. On the main building the shingles are 16" long, installed with a 2 1/2" overhang at the eaves and 2" at the rakes. The first course is doubled and roof installed with a 4" weather exposure.

The vestibule and WPA addition shingles also are 16" long, double butted with a 2" overhang at the eaves and a 5" weather exposure. There is no sign of paint on any of the roofs.

There are metal caps on all ridges. On the classroom and vestibule, these caps end with decorative ball covers.

There is rusted metal flashing approximately 4" high at the base of the chimney remnant. Surface applied metal flashing also exists where the WPA addition joins the original building. No flashing is visible where the vestibule joins the classroom.

Figure 16. Vestibule roof where it joins main building. Note flashing. Looking northwest.

CONDITION

The roofing is in **poor** condition. The ridge caps are in **good** condition. The flashing is in **poor** condition.

RECOMMENDATIONS

- Carefully remove ridge caps for reuse.

- Remove sheet metal flashing at chimney; replace with stepped flashing. Where WPA addition roof attaches to original building, cut siding in a straight line parallel and 6" above addition roof surface. Install new flashing under siding edge and under roof shingles in a kind of open valley style. Paint vertical leg of flashing white.
- Install sheet metal flashing where vestibule roof attaches to classroom. Use same technique as at WPA addition.
- Replace shingles with fire retardant wood shingles, with double butts and similar weather exposures to existing roofs.

DRAINAGE SYSTEM

DESCRIPTION

There are no gutters and downspouts. Water drains directly from the roof to the ground. The concrete foundations prevent building runoff from adding to deterioration of the siding.

CONDITION

Roof drainage is **good.**

RECOMMENDATIONS

Please see Perimeter Foundation Drainage recommendations.

WINDOWS AND DOORS

DOORS, HARDWARE, AND TRIM

DESCRIPTION

[NEEDS DESCRIPTION OF EXTERIOR]

Vestibule

The front door, 3'-0" x 6'-11", was a varnished five-panel door. It is almost completely destroyed, apparently by vandals. There are no indications it was glazed. There is a rounded wood threshold. Interior trim at the front door is 1 1/8" thick 4 ½" wide plain board painted beige. The door side of the trim is beveled back ¼".

The door knob is missing, but a brass latch plate with slots for both latch and bolt remains on the jamb. Roughly patched signs of an earlier, missing latch or lock are above it. Three modern, but not new, round-top brass hinges, remain, with a portion of the door still attached.

Figure 17. Ghost of knob plate on schoolroom side of door from vestibule to schoolroom. Looking east.

Classroom

The two doors between the vestibule and the classroom are four-panel, with the top panels taller than the bottom ones. Both open into the vestibule. Above each is a transom with the glass broken. Although these may have been operable at one time, they are now blocked shut and there is no sign of former hardware.

Ghosts of knob plates remain on these doors.

The rear classroom door is missing. The back door opening is 29" wide and 6'-5 ½" high. The trim is 3/4" x 6" plain boards painted beige. The door opened out into the WPA addition, and was hinged on the west jamb.

WPA Addition

A door leads into the two compartments located in the southwest corner of the addition. This door is made of tongue and groove boards, with 1x6 Z-bracing on the compartment side of the door. The addition side is painted white, and the

compartment side is unpainted. The door opens into the addition, with two strap hinges on the north. There is a box lock latch on the south jamb trim, but the box lock has been removed from the door.

At the rear of the WPA addition are two doors to the exterior. One is person-door-sized, the other has two leaves and is suitable for vehicle entry into the structure. All open outward. The person door is missing. Each garage door is made of vertical 1x4 tongue and groove boards, framed with boards laid flat on all four sides and with another across the middle horizontally. The interior side has 1x6 X-bracing.

Figure 18. East leaf of vehicle door on north wall of WPA addition. Looking northeast.

Figure 19. Door to compartments in WPA addition. Looking northwest.

Figure 20. Probable exterior person door to WPA addition.

What probably was the back person door is lying next to the wall in the addition. It is a five-panel door similar to the one in the entry. Both sides are painted white. A rectangular beveled brass knob plate with a keyhole remains on the white side. A padlock hasp is attached above it. The latch for a box lock is on the door east frame, as is the ghost of the fixed half of the padlock hasp. The exterior door frame has offset hinges that face mount to the exterior side of the door. The hinge marks on this door fit this condition, and the dimensions are the same.

CONDITION

The front door is all but **missing.** The two doors from the vestibule to the classroom are in **fair** condition. The door from the classroom to the WPA addition is **missing**. The door into the interior compartment of the addition is in **fair** condition, but the frame has been vandalized and pulled out of the opening. The person door on the rear of the addition is **missing,** but if the door lying in the addition belongs in this opening it is in extremely **poor** condition. The east leaf of the garage door is in **fair** condition, and the west leaf is in **poor** condition, with several boards missing.

RECOMMENDATIONS

- Replace front door in-kind.
- Widen opening from classroom to addition to allow wheelchair access, if this door provides primary access from the classroom to the addition in the selected adaptive use plan. The new door should be five-panel, painted beige on the interior and white on the exterior.
- Install a five-panel exterior door at the existing location of the person door on the north wall of the addition.
- Rehabilitate doors from vestibule to classroom and the two leaves of the garage door.

WINDOWS, HARDWARE, AND TRIM

DESCRIPTION

Windows Exterior

The windows are standard two over two double hung with sash weights. The heavy wood sill is sloped with a 1 1/4" overhang beyond the siding plane. The jambs and heads are trimmed with 1x4 wood. Above the head trim is a wood drip piece integrated into the siding.

A thumb turn for screens or storm windows was found at the south window on the east side. Apparently the screens or storms were removed, as were the remaining thumb turns, when the windows were boarded up. Pairs of screw holes exist on the exterior trim of all windows where thumb turns were removed.

Vestibule

On each side of the vestibule, in the east and west walls, there is one window with two-over-two double hung sash with spring pegs on each sash to suspend it at the desired level when open. There is no sign of thumb lifts or meeting rail latches. The windows each measure 2’-0” x 4’-4 ¾”.

The windows are trimmed on the interior with plain boards, ¾" thick and 3 ½" wide, painted beige. The stool is 2 ¾" deep with a rounded edge. It extends one inch on each side of the vertical trim. The apron beneath the stool is 3" wide.

At the top corners of each window's trim are brackets for roller shades. The east window has a roller with a remnant of light green fabric attached. This shade was removed for closer examination.

Figure 21 (above). Typical exterior window frame, trim, and stoop. Traces of faded green paint.

Figure 22.(Two pictures above) Meeting rail window latches. Looking northwest at windows on west wall.

Figure 23 (left). Color crater on window trim, classroom. Note beige, green same as wall color, and grey (primer?) over wood. Note beveled trim and shaped stop molding. See hook on upper left of lower sash. This is the south window on the west wall. Looking northeast.

Classroom

There are four windows, 5'-5 ¾" high x 2'-5" wide with two-over-two double hung sash, on each side of the classroom. There is a meeting rail latch to the right or the left of the center mullion on each window. A couple of the windows show signs of two latches. There are no signs of thumb lifts. The lower sash is counterweighted, and operates with rope jamb pulleys and sash weights..

The inner (bottom) sash of the classroom windows have small cuphooks or bent nails at each corner to hold curtains which may have been supported by strings, springs, or rods.

The window trim is the same 4 ½" beveled plain board painted beige as is found at the entry door. The bevel is on the window side of the trim. There is a 3" stool and a 3 ½" apron below the stool.

WPA Addition

In the WPA addition, there are four windows with a six-light sash in a slider configuration. They are each 4'-4 1/2" x 2'-0", the sash sliding horizontally. It appears the inside sash may have been operable and the outside fixed. The south window on the east wall has an unpainted replacement inside sash. Three are spaced evenly across the east wall, with the bottom of the window frame at 4'-6 1/2" above finished floor. The fourth is on the west wall, 4'-6" south of the northwest corner and 4'-6" above finished floor.

On the west wall of the interior compartment of the WPA building are two wooden shutter-like windows set side-by-side, opening outward. The southern of the pair is located 1'-2" from the southwest corner of the building, and the other is approximately 1'-1 1/2" to the north. The southern shutter is hinged on the south side, the northern on the north. They are 2'-6" x 2'-4 3/4", and are 5'-2" above finished floor. The leaf of each shutter is constructed of vertical tongue and groove 1x4s with 3 1/4" face. The leaf is framed by a 1" x 2 1/4" S4S. All are painted white.

All of the window and shutter fenestrations in the WPA addition include an exterior concrete sill. They are somewhat crude and tend to look like an afterthought, but they fit well with the level of workmanship of the addition.

The exterior color scheme at the WPA addition generally follows the scheme of the frame portion of the building. The window sash and frames are white, trim is green. Here even the concrete window sills were painted green.

CONDITION

The sash is **missing** or seriously damaged (**poor**) in many of the windows. All the glazing has been broken out. The wood shutter windows in the WPA addition are seriously deteriorated on the exterior due to sun and sandblasting. All windows except those in the vestibule are in **poor** condition.

The vestibule windows are in **fair** condition. The sashes and other features are intact but in need of rehabilitation.

Interior trim is in **fair** to **good** condition. Almost all hardware is **missing**.

RECOMMENDATIONS

- Replace all classroom and WPA addition windows with new double glazed low-e units of like size, appearance and color. Design trim (interior and exterior) to reuse the existing or to have same appearance as existing.
- The adaptive design of the addition space may require a fenestration that is currently a window or coal bin shutter to become an exit door or to take on another persona, such as being expressed on the exterior only. In the case of shutters, one or both may become shutters with new windows behind them. In this case they could be open and held back with some sort of devise, perhaps a shutter dog. In this item the shutters are being given the same cost estimate as though they were being replaced with new window units.
- Rehabilitate vestibule windows.
- Fabricate removable exterior wood framed storm windows and window screens for the vestibule windows to fit in the exterior frame recesses. Make storm sash operable.

INTERIOR FINISHES

PHOTOGRAPHIC OVERVIEW OF INTERIOR

Figure 24. Vestibule interior, looking east. Note shelf on left, with nails above, and horizontal painted boards on right. Door with transom is to schoolroom. Hinges of entry door are visible just inside the right edge. Note remnants of green window shade.

Figure 25. Schoolroom, looking north. Note rear door leading to WPA addition at right, and chimney in center. Also note blackboard.

Figure26. Schoolroom, looking south. Note four-panel doors from vestibule. Also note blackboards – extant at left, and missing at center and right.

Figure 27. West wall of schoolroom, looking southwest.

Figure 28. East wall of schoolroom, looking southeast.

Figure 29. WPA addition, looking southeast. Note concrete steps to schoolroom door. Enclosure to right is divided into two sections, and is said to have been used for coal storage.

Figure 30. WPA addition, looking southwest.

WALL FINISH AND TRIM MATERIALS

DESCRIPTION

Vestibule

The vestibule walls are covered entirely with horizontally-applied varnished beaded siding. On each side of the entry door, there are two 1" x 3 3/8" wide boards, applied with the wide side horizontal, chamfered at the top edge, and painted beige. . The top of the upper board is 5'-11 ¼" above finished floor, the top of the lower board is at 3'-7 ¾". There are wear marks and holes showing that, on the west side of the entry, there were 7 hooks on the upper board and 6 on the lower. On the east side there were six each on upper and lower.

One-inch varnished quarter round is found as corner trim at both the south corners. It is also found around the ceiling except where it is interrupted at the interior transoms. There is the same trim at the base of all the walls except the west.

On the north wall, there is a beige-painted shelf 11 ½" wide x 5'-10 ¼" long x ¾" thick. It is supported by two 1 ½" x 7/8" rough sawn boards, painted beige, set at an angle between the wall and the outside edge of the shelf to function as support brackets. Remnants of oil cloth that once covered this shelf are found, as are thumbtacks beneath the shelf that held the cloth in place. The cloth still attached was plain white, or the pattern has faded. A piece of oilcloth with a kitchen pattern was found in the southeast corner of the classroom, and might have come from this shelf. This is the shelf where the teacher put the drinking water. On the wall above, at 18" to 19" above the shelf, there are 10 nails plus 4 additional nail holes to hold the pupils' water cups.[10]

Figure 31. Oil cloth remnant that may be from vestibule shelf.

On the wall above the nails where the cups were hung, there are 4 larger nails in no special pattern and for unknown uses. Char is found on the bead board just below one of these nails, as if a lantern had hung here a short time. Had it been there consistently or for any length of time, either the building would have burned or someone would have protected the wood with a metal shield.

[10] Wendell Hutchinson, oral history 2003.

On the east wall of the vestibule, centered between the window and the classroom door, is a looped wire coat hook. It is located 6'-6" above finished floor. There are numerous indications of other hooks having been screwed into both the east and west walls of the vestibule.

Please see *Electrical Systems* for description of remnants of the electrical distribution system found in the vestibule and other parts of the building.

Classroom

Along the east and west walls of the classroom where there are no blackboards is the same varnished bead board as found in the vestibule, applied vertically as wainscoting. The top of the wainscot and trim is 3'-10" above finished floor.

The wainscot is topped by a round-nosed molding that protrudes beyond the plaster ¾", but beyond the wainscot 1". This suggests that the plaster finish was applied after the molding was installed. The molding, as it runs along the wall, ends by butting either against window trim or, on the north end, against the wall corner.

Quarter round base is found around the entire room. There is no trim where the walls and ceiling meet.

Blackboards

Blackboards are placed along the north and south walls. Those on the south extended onto the east and west walls. Here, from bottom to top, there was a 1" quarter round toe mold, and then bead board wainscot to 22 ½" above finished floor, both varnished. On the east and west walls this was topped with a black-painted rail composed of three types of molding, 1" x ¾" molding on the bottom, a 2" x ¾" ledge laid with wide side facing up, and on top of that was another run of 1" x ¾" molding. This may not have functioned well as a chalk rail since there was no groove to hold the chalk in place. All three blackboards mounted on the south wall had a flat 1 x 2 with a piece of curved molding fitted to the room-side edge to hold the chalk on the rail.

The blackboard extended 35" above the top of this rail.

At the top of the blackboard on the east wall can been seen a 2" wide molding. It is more decorative than other trim found in the building, and has the same profile as the ubiquitous "picture mold" found in various historic buildings in this region. Although this is missing on the other walls, traces of black paint show that a same-sized trim topped all the blackboards.

The top of this trim is at 5'-1 ½" above finished floor. Above that is green-painted plaster on lath. This has a rough texture, as though the surface was skimmed in such a way as to expose the coarse sand found in the body of the plaster, or perhaps the finish coat included sand.

There is smooth unpainted plaster behind all the blackboards on the south end of the room except the one in the center, which has textured white plaster. The area that was formerly covered by the top trim on the east and west blackboards was beige paint over the smooth plaster.

Above the tops of the blackboards on the east and west ends of the south wall are bands of beige up to 5'-8" above finished floor. The dimension from the top of the removed top

blackboard trim to the edge of the green textured plaster is 6 ½". This may have held a band of example letters or other instructional information, or the entire wall above the blackboards could have been smooth plaster painted beige as the current textured plaster appears to be a recent application. (Please see Materials Analysis section.)

On the south end of the classroom the east blackboard is painted fiberboard, the east portion of the southeast is painted plaster, and the rest are missing.

On the north wall, a blackboard made of painted fiberboard spans the entire space from the west wall to the back door. One portion of this is lying on the floor, exposing an earlier blackboard.

Where the panel mentioned above fell off is a smooth painted plaster blackboard with some sort of top band or trim. The top of this was at 34 ½" above the wainscot, or at 7'-7 ½" above finished floor. The wainscot on the north wall goes up to 3'-9" above finished floor, behind a portion of the later fiberboard blackboard. The wainscot exposed below the painted plaster blackboard but above the chalk rail of the later painted fiberboard blackboard does not appear to ever have been finished.

The black chalk rail for the fiberboard blackboard appears to have been milled for this purpose, because the upturned lip on the room side is integral with the flat surface which held the chalk. This surface is at 32 ½" above finished floor. There is also another piece of milled wood painted black beneath this rail but it is difficult to describe. The top of the blackboard was the same height as the painted plaster one described previously, 7'-7 ½" above finished floor. Five 2" x ¾" varnished boards supported the rail and blackboard.

Note that the blackboards at the south end of the classroom are significantly lower than are those at the north end. This could indicate that the younger children used the south end of the room.

There is a plaster coated brick chimney 18 ½" wide x 17 ½" deep centered on the north wall. The lower edge of the plaster bracket that supports this chimney is at approximately 5'-2' above finished floor at the wall, and slopes outward to meet the lower south face of the chimney at 6'-6" above finished floor. The bottom of the stovepipe hole is at 8'-0" above finished floor.

WPA Addition

The three walls that form the WPA addition (east, north, and west) are built of concrete block, each measuring 8" high, 8" deep, and 15 ½" long. The fourth wall is the former exterior of the original building, and is sided with lapped clapboard.

CEILING FINISH MATERIALS

DESCRIPTION

Vestibule

The vestibule ceiling is covered with varnished beaded siding running north-south. There is no evidence of an opening for a bell pull in the ceiling; this reinforces the memories of former students that there was never a belfry on the building.

However, above the south corner of the entry door there is a small square opening to the attic. It is 1'-3" east-west and 1'-6" north-south.

Classroom

The ceiling in the classroom is smooth plaster painted a slightly lighter green than the walls. There are some cracks, but the plaster is not sagging. There are also several water stains from roof leaks, some of which may be current. The ceiling appears to have been replastered at some point. (Please see Materials Analysis section.)

WPA Addition

There is no ceiling in the WPA addition. It is open through the framing to the roof.

FLOOR FINISH MATERIALS

DESCRIPTION

Vestibule

The floor is 3 ¼" face dimension tongue and groove soft wood strip flooring, running north-south.

Classroom

The floor in the classroom is the same as that in the vestibule and is continuous from the vestibule into the classroom at the door openings. The center is slightly higher than each side, and a split between boards runs down the center of the classroom for almost its entire length.

WPA Addition

The floor in the addition is smooth concrete. It is scored at intervals to form a pattern of **5'-3"** squares perpendicular and parallel to the walls of the addition.

CONDITION -- ALL FINISHES

WALLS

The exposed walls in the entire building, with the exception of the south wall of the classroom and, behind it, part of the north vestibule wall, are in **fair** to **good** condition. Two large holes have been made in the south wall, but it is structurally sound. There are numerous bullet holes in the plaster. The smooth plaster that was formerly covered by blackboards is **poor** to **fair.**

The blackboards are warped and scarred, and no longer usable. They and their trim are **missing** in some areas and in **poor** condition in others.

The bead board walls in the vestibule and the wainscoting in the classroom are in **good** condition, but the varnish is badly alligatored and therefore is **poor**, especially in the classroom.

The walls in the WPA addition are in **good** condition.

CEILINGS

The ceilings in the vestibule and classroom are in **fair** to **good** condition.

FLOORS

The floors in the vestibule and classroom are in **fair** to **good** condition.

RECOMMENDATIONS -- ALL FINISHES

WAINSCOT – CLASSROOM AND VESTIBULE

- Repair wainscoting and plaster where vandals have made holes in the south wall of the classroom (and north wall of vestibule).
- Retain corner and ceiling molding where it exists, cleaning, repairing, and refinishing as needed.
- Clean finish from wainscot, smooth or repair blemishes, and refinish clear.

CLASSROOM WALLS AND CEILING

- Fill bullet holes and other blemishes on plaster walls and ceiling, to match existing.
- Inspect ceiling to be sure the plaster in all areas is firmly keyed to the lath; repair where loose.
- At blackboards, repair plaster or replaster smooth.
- If possible, leave at least one functioning blackboard in black, to use with chalk, or retain a small example *in situ* of each of the two types of blackboard. Others may be whiteboard to use with erasable markers. Reinstall moldings and chalk rails in-kind.
- Install sheet rock at walls and ceiling in WPA addition.
- Paint walls and ceiling.

FLOORS

- In vestibule and classroom, sand until smooth. Finish clear with commercial grade satin polyurethane.
- Remove toe mold while refinishing floors; replace in-kind, varnish.
- Thoroughly clean concrete floors in WPA addition if they will be a finish floor in the adaptive use rehabilitation.

INTERIOR TRIM

- Repair or smooth blemishes in interior door and window trim, and on coat-rack boards in vestibule.
- Rebuild shelf in vestibule to match existing.
- Paint all trim.
- Install new coat hooks on horizontal wall boards in vestibule.

MECHANICAL SYSTEMS

HEATING/ AIR CONDITIONING AND VENTILATION

DESCRIPTION

A wood stove in the north end of the room provided heat in the classroom. The stovepipe entered on the south side of the chimney.

There is a small brick chimney, only six or so courses high, inside the WPA addition, on what was the north wall of the original building. It sits on a wide board that is supported on the north by one of the ceiling joists and on the south by a ledger board attached to the clapboard wall of the original building. The stovepipe hole is on the east side of this chimney. It does not penetrate the roof. It may be connected to the main chimney through the wall, which, however illogical, would have made it into a functioning chimney.

Ventilation was provided through open windows and doors.

CONDITION

Heating and air conditioning are **missing**.

DISCUSSION

There is no need for a ventilation system in this small building except for the operable windows and doors. A quiet operating heating system is needed for the teaching/learning environment. Also the new heating system should be integrated into the existing building with the least intrusion possible. A boiler supplied hydronic system would fill the bill on both counts.

Insulation will be important to provide a semblance of energy conservation. The greater cost/benefit will be realized by ceiling insulation followed by wall insulation and lastly by crawl space insulation.

Installation of wall insulation would require opening up either the exterior or interior wall coverings, either one a major expensive task. Blown in cellulose compacts over time but it does provide a semblance of insulation and prevents some air infiltration. Foam wall insulation shrinks away from the studs and can (often does) trap moisture in the walls leading to deterioration of the wall framing. Therefore, foam wall insulation is not recommended.

Likewise crawl space insulation is not recommended as the crawl space is undoubtedly shallow, currently inaccessible, and the benefit would be small.

Attic space ventilation is important and is provided by the open nature of the shingle roof. Therefore, additional attic ventilation is not needed.

RECOMMENDATIONS

- Install a gas fired boiler and hydronic system.[11] The system should be a closed system incorporating an anti-freeze liquid medium, to prevent freezing in the crawl space.
- Insulate the attic space to R-30 with kraft faced or unfaced batt insulation laid directly on the ceiling. Do not use batt insulation that incorporates foil or mylar in any part. If kraft faced batts are used the kraft paper should be down with the unfaced side up.
- Blown in insulation should be considered and is recommended for the frame walls even though not totally effective. If utilized, the top one or two siding boards should be removed and the holes cut into the sheathing. These holes should be plugged and the siding reinstalled. Any blown in insulation should be fire retardant treated.
- Install rigid insulation on the walls of the WPA addition.

WATER SERVICE, PLUMBING, AND SEWER UTILITIES

DESCRIPTION

There has never been running water in the building.

Although historical accounts relate that the teacher brought drinking water in a milk can, there is no mention of a bucket of water near the stove or any other type of fire suppression system.

The two privies were the repositories for human waste.

CONDITION

Non-existent.

RECOMMENDATIONS

- Bring water service to the building via a new well on the property.
- Install kitchen sink.
- Install water fountain.
- Install two new restrooms with toilet and lavatory, male and female, to be used by both staff and students. (Construction of these spaces is included under Adaptive Use Addition.)
- Install new septic system and leach field per recommendations of civil engineer.

[11] A telephone call (January, 2004) to Dan Higgins, Xcel Energy, revealed that they don't know whether they have natural gas service near the site. If not the boiler will have to be fired with LP gas (propane). If propane is used, the boiler must be located above grade, and not in the crawl space.

ELECTRICAL AND COMMUNICATION SYSTEMS

DESCRIPTION

EXTERIOR

Electrical service may have been installed when the WPA addition was built in 1936. It apparently entered the building from County Road 140. A pair of brown ceramic insulators with pieces of electrical wire hanging from them is visible beneath the east roof overhang of the south façade. Apparently the system was distributed through the building from south to north, above the ceiling.

Centered on the south façade of the vestibule is a metal rod extending approximately two feet from the wall, at the end of which is a receptacle for a single bulb. There may have been a “pie-plate” style cover above the bulb.

INTERIOR - VESTIBULE

On the south wall of the vestibule at 6'-7" and 6'-10 1/2" above finished floor, there are two 1 1/2" square holes with what could be a metal conduit bracket or wiring staple above, and a small hole in the ceiling above that. This may have been the location of the fuse box for the electrical service, since wiring enters the building near this point on the exterior of the vestibule. There is a rectangular hole in the ceiling that apparently was a ceiling fixture.

Just east of the west door to the classroom, there is a single electrical switch, with a duplex switch next to it. Both are missing their cover plates.

INTERIOR - CLASSROOM

On the south wall of the classroom is a duplex electrical outlet, its top located 10" above finished floor slightly to the east of center. The south wall has been broken out, and a black electrical cable can be seen dropping behind where the blackboard was.

Three other duplex outlets are found in the room. One is on the east wall 1’-10 ½” on center north of the south wall, its top at 10 ½” above finished floor. Another is located on the west wall at approximately the same location: 1’-11” to its center north of the south wall, its top at 11” above finished floor. The last is located on the west wall 4’-6” to its center south of the north wall, its top also at 11” above finished floor.

All the outlets have dark brown face plates except the lower one on the south wall. Fragments of its face plate are found on the floor.

Two porcelain light mounts are in the center of the ceiling, dividing the room into thirds south to north.

An electrical switch is found to the right (east) of the back door. It is missing its faceplate. Its top is 5’-1 ½” above finished floor.

A black electrical dual outlet, perhaps for a clock, is found slightly to the east of center on the south classroom wall, at approximately 7' above finished floor level with the top of the door transom frames.

WPA ADDITION

The only electrical in the WPA addition are two ceiling mounted porcelain light fixtures. One is centered north-south in each of the two "coal bins" and 4'-6 from the east wall. These fixtures are identical to those found in the classroom.

CONDITION

The electrical system is essentially **missing.**

There is no evidence of fire or security alarm systems, nor of telephone service.

RECOMMENDATIONS

- Return electrical service to the building. It should be undergrounded from site entrance to the rear of the building and the M/E room cited below.
- Provide a mechanical and electrical room in the WPA addition as part of the remodel of that space.
- Install an electrical panel in the M/E room with surge protector sized to meet the needs of the facility.
- Install numerous electrical outlets. Provide 220v service to kitchenette as well as in the M/E room for maintenance needs.
- Install exterior lighting at entrances to building. Provide site lighting as appropriate to the site needs. Keep site lighting to a minimum utilizing night sky preservation standards.
- Install ceiling lighting in each room.
- Provide three telephone lines with surge protection, including one for internet service. Underground from county road.
- Provide satellite communication system coordinated with and linked to the main school campus. Mount antenna in an unobtrusive location on an exterior wall or separate from building. Do not mount on any roof.
- Install hardwired smoke alarms in each room.
- Install fire and security alarm systems. Security system will include video cameras linked with satellite communication system.
- Take care to conceal all cable in finished spaces. Install exposed cable parallel and perpendicular to surfaces or structural members and follow surface contours where possible.

PRIVIES

DESCRIPTION

The boys' privy and the girls' privy are nearly identical. The small privies are nearly square (5'-3" on a side) wood framed structures widely separated on the site, with the boys' far to the northwest with the door facing south and the girls closer in to the northeast with the door facing west. They have small gable roofs and a diamond screened vent in each gable end wall.

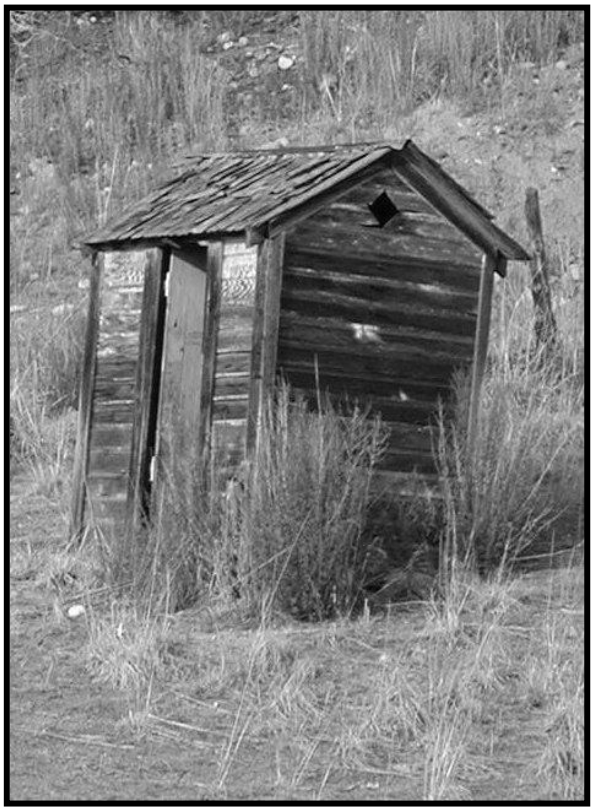


Figure 32. Boys privy, looking northwest.

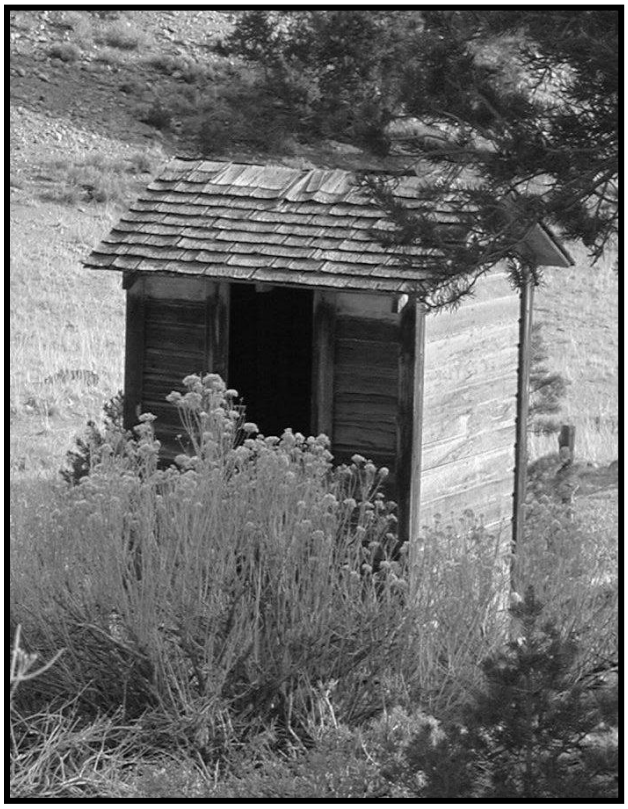


Figure 33. Girls privy, looking northeast.

The foundations are nominally 4x8 timbers spanning a pit. The pit construction is not known as both have been filled in with gravel. The walls are constructed of 2x4s flat with drop siding nailed to the exterior without sheathing. The pitched roofs are framed at approximately 6/12. Both privies have two holes. Flooring is 1x5 tongue and groove boards running front to back. Top of wall plate is 5'-11 ½" at the end walls and 6'-1" on the front and back walls, the upper plate being laid on top of the lower. The front doors, centered on the wall opposite the seats are 1'-8 ½" wide x 5'-11" high. They are constructed of the same 1x5 T&G wood as were the floors.

Roof framing also is 2x4s. Roofs are wood shingles on spaced shingle boards. In the boys privy the shingle boards are reused drop siding. Shingles are 16" long with 4 ¼" to 5" exposure to the weather. A metal ridge roll covers the ridge. It has no end covers.

There is a wood fence post approximately 30" high at diagonal corners (SE and NW) with a carriage bolt through the post and the corner framing of the privies. This measure probably was taken to foil pranksters.

The seat in the girls' privy is 14" above the finished floor and the boys' is 19" AFF, presumably because the boys tended to be taller. However, there is a continuous step in front of the boys' seat, perhaps for the smaller boys to use. In the boys' privy there is a board behind the easternmost hole with the rusted remnants of steel hinges that once hinged the now missing seat cover. The teardrop shaped holes in the boys' privy are rimmed with a 2" to 3" band of white paint. The holes in the girls' privy are round with no paint.

The door hardware is a little different at each privy, probably was reused from a rancher's buildings. Toilet paper was dispensed from wall hung wire toilet paper holders.

CONDITION

The boy's privy is in **poor** to **fair** condition. The roof is in **very poor** condition. The whole building is tipped to the north and west and the west wall has wracked to the north due to lack of shear strength. The flooring has deteriorated particularly the exposed ends of the floor boards at the door. It can be assumed that the floor structure also is in **poor** condition.

Soil has accreted on the north and west and has eroded from underneath the building on the east and south. This privy is in a precarious position being just east of the primary mesa erosion channel and just north of the main east-west erosion ditch through the site.

The Girls' privy suffers from many of the same problems but is in somewhat better condition, still in the **poor** to **fair** category.

Neither privy is painted on the interior, except some remnants of white paint on a few random boards in the boys' privy which probably was the result of reusing siding boards. The exterior paint scheme closely follows the main building with white field color and green trim and soffits and fascias.

RECOMMENDATIONS

- Keep the privies as elements on the landscape, but do not restore to use.
- Assure that the privy pits are filled with small clean gravel to preserve for potential future investigation.
- Repair or replace in kind deteriorated and broken structural members, including the floor framing system. This may entail tipping the privies on their sides, fronts or backs to work on the underside.

- True up the west wall in the boys' privy. It is not necessary to take all the wrack out of the wall, just enough so the stress is taken off the siding nails.
- Reset the privies on flat corner stones or treated wood timbers with their tops near grade.
- Grade away from privy walls for positive drainage.
- Replace wood shingle roofing.
- Install diagonal bracing on the interior wall framing to prevent wracking.
- Treat interior surfaces with clear wood preservative.
- Paint exterior wood to historic color scheme.
- Install hasps on the doors and lock with a padlock.

Figure 34. Seats, Girls privy. Looking southeast.

Figure 35. Seats, Boys privy, looking northwest. Note white painted edge on holes. Also note step up, possibly for smaller boys.

PART IV – ANALYSIS AND COMPLIANCE

HAZARDOUS MATERIALS

INTRODUCTION

Testing for lead paint and asbestos was not undertaken as part of the Poncha Springs School project.

It is quite common to find both lead and asbestos in historic buildings. Lead was used in paint to improve its durability and colorfast qualities. Asbestos had proven fire resistive, thermal, and chemical resistance, and high tensile strength properties and was woven into a broad range of building materials from around the 1920s to the 1980s.

The presence of either lead or asbestos in a historic building will increase rehabilitation costs if mitigation is required.

LEAD-CONTAINING PAINT

If paint tests positive for any amount of lead concentration or contamination, mitigation (removal or encapsulation), construction worker personal protection and air monitoring, and disposal of construction waste as hazardous materials may be required.

What triggers the need for mitigation?
OSHA's Lead Standard protects construction workers. Employers are required to provide minimal training for workers and to perform air monitoring to document exposure levels.

HUD and State of Colorado regulations protect building occupants. For instance, a day care center for children will demand a much higher level of mitigation than an Office building, due to the fact that children are more likely to ingest paint and because children are more seriously affected by lead poisoning.

EPA regulations protect the environment and require testing of lead waste pipes so lead will be disposed of properly and won't leach out into watertables.

What levels of mitigation are necessary or required?
While some rehabilitation activities or occupancies will obviate complete paint removal, there are three less-invasive options in other situations:

1. Scrape and sand loose paint (under controlled conditions).

2. If the paint surface is in good condition it may be possible to just paint over it.

3. Prohibit welding on or torch cutting of painted metal substrates.

What is implied by "controlled conditions"?
Whether lead-containing paint is being stripped completely or just scraped, the following conditions must be adhered to:

1. Qualified subcontractors who have been trained to do the work and who have undergone medical testing must perform paint removal.

2. Air monitoring by a qualified professional must be in place during the mitigation process.

3. Paint waste must be tested, documented by qualified professionals and disposed of properly.

ASBESTOS

From the 1920s to the 1980s, there were many materials that incorporated asbestos, but among the most common were:

- Fireproofing
- Roofing/flashing materials
- Exterior coating systems (a paint-like coating that usually has a textured surface)
- Asbestos/cement shingles and exterior wall panels (Transite)
- Roofing shingles and shingle siding
- Glazing putty at windows
- Pipe and pipe fitting insulation
- Vinyl sheet and tile flooring
- Plaster
- Construction adhesives
- Building insulation

"Friable" and "non-friable" are the two terms applied to asbestos, with "friable" evoking the most concern and the greatest level of care in removal and disposal. "Friable" means that when the material is disturbed in any way (sawn, moved, removed, cut, etc.), it will introduce asbestos fibers into the air that could be inhaled by unprotected workers and building users. Pipe and building insulation typically fall into this category and therefore require the highest degree of worker protection and controlled handling during the abatement process.

Non-friable materials tend to maintain their compositional integrity during abatement and therefore may not pose the same health risks. Abatement still requires proper methods, monitoring, and disposal to meet EPA, OSHA, and State of Colorado regulations.

It is important to identify all asbestos-containing materials as even non-friable materials may become friable under certain conditions (e.g., if asbestos-containing floor adhesive is sanded.)

SUMMARY

Lead containing paint and asbestos can present health risks to building users and construction workers, can trigger both state and federal hazardous material regulations for control and abatement, and can add significant cost to a rehabilitation project. It is recommended that hazardous material testing be performed prior to finalizing the rehabilitation or restoration budget. Qualified licensed professionals should execute all testing.

Their findings and recommendations should ultimately be worked into the rehabilitation plans with a word of caution: hazardous material abatement crews are not always sensitive to the issue of preserving historic materials (e.g., scraping lead-based paint may damage the underlying surfaces). Ideally, the General Contractor responsible for the rehabilitation work can perform abatement of historic, character-defining elements; if not he should watchfully manage any abatement subcontractors.

Please note that there are many other hazardous materials (e.g., radon, petrochemicals, PCBs, etc.) that may affect rehabilitation plans but that discussion is outside the scope of this report. Asbestos and lead-containing paint are the two most commonly found hazardous materials in historic buildings.

MATERIALS ANALYSIS

BLACKBOARDS

The first blackboards in Valley View School were plastered into the walls. The original specifications for the Poncha Springs School in 1882 called for "Blackboards Plastered into the walls…to be made of a Cement such as is usually used in blackboards of hard finish."[12] These are visible in Valley View on the north and south walls, where the newer (Hyloplate) type of blackboard has been pulled away.

The blackboards at the south end of the classroom, incidentally, are installed at a lower height than the ones at the north end, possibly for use by the smaller children.

Figure 36. Blackboards. Right portion is "slating" or paint on smooth plaster. Left is either Hyloplate or a similar material.

The *Sears, Roebuck & Co. Catalogue* of 1897[13] includes several blackboard items. One is made of Hyloplate, described below. Others are slated paper and cloth "For Blackboard; excellent for any flat Surface." This was sold by the yard, and could be slated on one side or two.

Pieces of broken slate were found at the rear of Valley View School. These were probably from personal-sized school slates with wood frames, which could be purchased in the traditional good, better, and best qualities typical of Sears products. These could be bought one at a time, by the dozen, or by weight. Prices varied from 4¢ each for the "good" quality sized 6" x 9", to the "best" quality of the same size at 9¢ each. Slates could also be bought in book form, with "superior ivorine surface, for the lead pencil", comprising two covers and six writing surfaces. It is not clear that these were actually manufactured of slate.

Sears also sold "Liquid Slating for Blackboards."

> Best Alcohol Black Liquid Slating; may be applied to hard finish plaster, paper, boards, or to old blackboards of any kind; does not become greasy, is not easily scratched, does not crack, blister or glaze when applied to suitable surface according to directions which accompany each can, dries in a few minutes, hardens in a day. A gallon will cover about 250 square feel, three coats. Put up in tin cans. Cannot be sent by mail.

[12] *Historic Structure Assessment, Poncha Springs School,* Central Colorado Preservation Partners. 2004.
[13] *Sears, Roebuck & Co., Catalogue, 1897.* S.J. Perelman, Ed., Chelsea House Publishers, Philadelphia, 1968.

Several recipes for "Slating for Blackboards" are found in the 1894 *Manufacturer and Builder.*[14] Directions state:

> The great secret in putting up a good blackboard is to use no oil of any description in any of the coats. If it is a plastered or papered surface you wish to slate, first give it a coat of glue size, then rub it down lightly with fine sandpaper, then give it a coat of shellac varnish and lampblack enough to give it a fair body. If on wood, omit the sizing.

Two coats of any of several recipes for slating should be applied after the above preparation. Some of the ingredients -- alcohol, shellac, turpentine, and wood naptha -- make it clear why this flammable product could not be sent by mail.

A 1917 advertising flyer for Hyloplate Blackboard was found at the Poncha Springs School. This touted Hyloplate, manufactured by Columbia School Equipment Works in Morrison, Illinois, as "The Blackboard with the Velvet Writing Surface" and boasts "The Result of Nearly a Third of a Century of Honest Effort to Produce the Best." The text states 32 years, which indicates it began being manufactured by 1885. It describes the backing as waterproof, made of four layers of wood pulp board cemented together under 40 tons of pressure, then dried and cured by special processes. "The result is a backing that will not bulge, warp, or curl up." There is no description of how the writing surface is applied, but "The writing surface on other blackboards is easily scratched, is brittle and crumbles to powder under hard crayon, or when scratched with the thumbnail."

The Sears catalog lists "Portable Blackboard of Hyloplate, slated both sides; with ash frame; for use on wall, easel or table." Prices range from $2.60 for 2' x 3' to $7.15 for 4' x 6'. With music lines, each is an additional $1.25. These blackboards could also be purchased mounted on self-supporting "hardwood standards" to allow moving them around a room.

A quick search of the internet for "Hyloplate" found seven references. The most interesting is the report of the Chief Inspector of Schools on what an "average" school in Alberta. Canada, was like in 1937.[15] The overall description is consistent with what is known about rural one-room schools in Colorado. The report states, "The blackboard is of Hyloplate, and is in fairly good condition."

A reference to "hyloplate backboard" was found on a Clemsen University website about Fants Grove School[16] built in 1902 in Anderson County, South Carolina. This is now an archaeological site.

When the Rose Bud School in White County, Arkansas, opened in 1918, "Hyloplate blackboards are used and there are single desks and a teacher's desk in each room."[17]

A History of the Ste. Agathe Intermediate School from 1904 to 1936 includes in its description of the many improvements made in this Canadian Catholic school between 1914 and 1918 included Hyloplate blackboards.[18]

[14] "Slating for Blackboards" *Manufacturer and Builder, V. 26, Issue 6,* June 1894, at cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=abs1821
[15] http://www.quasar.ualberta.ca/css/Css_35_3/FTdocuments_in_the_classroom.htm
[16] www.clemson.edu/trails/history/fantsgrove.html
[17] www.geocities.com/Heartland/Meadows/1844/rosebud.html

Montessori Education in Australia and New Zealand -- The Queensland Experience by Dr. Dan O'Donnell[19] contains the following description of a New Zealand school around 1917. "Encircling each room was a continuous blackboard (a hyloplate) for the use of the children or teacher, while above the blackboard the walls were adorned with didactic pictures and works of art (copies from famous artists)."

"The Homeroom," a website for teachers and teaching in British Columbia, Canada includes a number of historical accounts.[20] One provides a list of "Necessary equipment and supplies for a new school - to be purchased by the board of school trustees" from 1936. The list includes:

120 sq. ft. Hyloplate Blackboard with moulding and chalk trough.
1 Blackboard Pointer
1 box Coloured Chalk (half gross).
1 box White Chalk.
½ doz. Blackboard Erasers.

Canvas was also used as a writing surface, presumably after being coated with some sort of hard finish. *A History of Dickinson County Schools (from a book written in 1893)*[21] states that, in this Kansas county, "Each district now owns a comfortable frame, brick or stone building, fitted out with patent desks, and provided with excellent slate, canvas, hyloplate or native stucco-plaster blackboards."

[18] www.magma.ca/~gtkacz/saahist.htm
[19] www.aare.edu.au/96pap/odon96.009
[20] www.mala.bc.ca/homeroom/Content/TopicsPrograms/2001/HEALTH36/health1.htm
[21] skyways.lib.ks.us/genweb/education/1893book/dickinson.html

PLASTER

It appears that the ceiling plaster and all wall plaster above the blackboard level has been replaced.

The plaster at the original painted blackboards has a very smooth finish. It might be surmised that the smooth finish coat was made especially for the blackboards but it continues above them for several inches where its most recent paint is beige. Both the painted blackboard and the smooth finish plaster above it were concealed by the new hyloplate blackboards which were taller than the originals in the south end of the room. In some locations the hyloplate blackboards are trimmed at the top with a molding.

The textured plaster above the molding is swiped against the edge of the molding as well as the edges of the door and window jamb trim pieces indicating that these wood pieces were in place when the plaster was applied. Window and door trim pieces typically were applied over the plaster and, indeed, where the smooth (earlier) plaster exists, the wood is indeed over the plaster.

Visual examination of the two plaster types indicates they were both applied in two coats, but both the brown/scratch coat and the finish coat of the textured plaster are coarser and a bit thicker than the smooth plaster. The original plaster is finer grained with little coarse aggregate where the opposite is true with the newer plaster. Both plasters incorporated a relatively small amount of hair binder as compared with other plasters of this period.

Additionally, the textured wall plaster has only one coat of paint, whereas the smooth plaster where painted beige has several.

The conclusion that the walls were replastered is borne out at the ceiling where the preparers found innumerable broken plaster keys lying about on top of the ceiling lath indicating that the original plaster was removed leaving the keys on top of the laths and new plaster applied to the bottom of the laths.

There is a likelihood that the roof at some time leaked, causing extensive damage to the ceiling and portions of wall. Both probably were so extensively damaged a decision was made to replace them.

PAINT

Random initial exterior paint sampling shows that the wall siding body color was always white. Some trim elements, such as the fascia, upper wall trim board, and wall corner trim boards, were a blue green. The water table and skirt board below where white.

Complete interior and exterior paint sampling and analysis is beyond the scope of this historic structure assessment, and should be undertaken prior to construction

ZONING CODE COMPLIANCE

Zoning at the Valley View School Site is Industrial. It is bordered on the east and south by a residential zone and on the north and west by additional Industrial. Any less restrictive use, which includes use as an educational facility, is allowed.

BUILDING CODE COMPLIANCE

INTRODUCTION

The Colorado Historical Society has included a code compliance review in their Historic Structure Assessment Outline to assure that the subject structure can be used for (or continue to be used for) the purpose it is intended without compromise to the integrity of the resource. This is particularly important when a historic building is to be converted to a new use and rehabilitation for the new use could require destruction of the character defining elements of the building

The proposed program for the Valley View School does not constitute a change in use since it will be reused as a school. However, since it has not been in use at all for years, the building official may see reviving this building as a change in use.

This code review will assume no change in use and assess the capability of the building to be reused as a serviceable building and, if necessary, suggest use or load limitations based on preservation of character defining features.

The project architects of all future project(s) on this building should consult with the building official early in the design process for interpretations allowed under the code (edition in force at the time). They should work with the building official to develop solutions that provide a high level of health and life safety and at the same time, preserve the integrity of the historic building and site.

It should also be noted that building codes establish minimum requirements. The owners of facilities must determine areas where prudence suggests exceeding minimums for health, life safety, building protection or comfort of occupants.

BASIC DATA

Code Authority:	Colorado Division of Labor Public Safety Division 1515 Arapahoe St., Tower 2E, Suite 775 Denver, CO 80202
Building Official:	Wayne Horn, Chief Building Official (303)572-2919
Building Code:	International Building Code (IBC), 2003 Edition, will be adopted effective April 25, 2004. [In a March 30, 2003 telephone conversation, Wayne Horn said the 2003 International Existing Building Code (IEBC) may be used as a guideline for historic buildings.] This code review was based on the 2000 edition of the IBC.

BUILDING CODE REQUIREMENTS

SPACE	AREA (sq. ft.)

Vestibule	100 (gross)
Classroom (main bldg.)	811 (gross)
Addition	558 (gross)
Total building area	**1470 sq. ft. (gross)**

Occupancy Groups: **Group E and Group B**
(Note: The IBC classifies Group E in terms of net area and Group B in terms of gross area.)

Classroom (E Occupancy)	**754 (net)**
Offices in existing addition	558 (gross)
Less:	
Restrooms (2)	<75 approx>
Circulation	<100 approx>
Offices (B Occupancy)	**383 (gross)**

Construction Type: **TYPE V-B**

303.1 Educational Group E. Educational Group E occupancy includes, among others, the use of a building or structure or a portion thereof, by six or more persons at any one time for educational purposes through the 12th grade.

304.1 Business Group B. Business Group B occupancy includes, among others, the use of a building or structure, or a portion thereof, for office, professional or service-type transactions, including storage of records and accounts. Occupancy Group B when part of a school is to be considered as an Ancillary use area when these spaces occupy 10% or less of the entire building. In a telephone discussion with Wayne Horn on 3-31-04, he said this principle would apply even if the percentage is over 10%.

Specific code requirements. The table below is not exhaustively inclusive and the verbiage is not, in every citation, verbatim from the code. Note Items 01 and 02 allow for less than strict compliance with certain code provisions.

Item	Description	Code Reference
00	Applicability. Structures existing prior to [the effective date of adoption of building codes within the jurisdiction] shall be made to conform to the requirements of this section or the provisions of 3402 (Additions, Alterations, or Repairs) or 3406 (Historic Buildings).	Sec. 3409.2
01	**Alterations and repairs.** An existing building or portion thereof, which does not comply with the requirements of this code for new construction shall not be altered or repaired in such a manner that results in the building being less safe or sanitary than such building is currently. If, in the	Sec. 3409.2.4

	alteration or repair, the current level of safety or sanitation is to be reduced, the portion altered or repaired shall conform to the requirements of Chapters 2 through 12 and 14 through 33. [Chapter 13 is Energy Efficiency.]	
02	**Historic Buildings.** The provisions of this code relating to the construction, repair, alteration, addition, restoration and movement of structures, and change of occupancy shall not be mandatory for historic buildings, where such buildings are judged by the building official to not constitute a distinct life safety hazard.	Sec. 3406.1
03	Construction Type V-B Fire resistance rating requirement of elements is as follows: Exterior Bearing walls 0 hours Interior bearing walls 0 Structural frame 0 Floor construction 0 Roof construction 0	Tbl. 601
04	Construction Type: TYPE V-B -Allowed for E Occupancy buildings no higher than 1 story and 9,500 sq. ft per floor.	Tbl. 503
05	Occupancy Separation -Not required because Group B is an ancillary use area to Group E.	Sec. 302.2
	Occupant Loads. "Maximum Floor Area Allowances per occupant"	Table 1003.2.2.2
06	Occupant load factor for the Classroom is 20 square feet (net) per person.	Ditto
07	Occupant load factor for the Offices is 100 square feet per person (gross).	Ditto
08	Occupant load factor for storage areas is 300 square feet per person.	Ditto
09	Vestibule, toilets, circulation spaces and closets are not part of occupant load calculations.	Ditto
10	Occupant load for egress calculations is: Classroom 38 (754/20) Offices 4 (383/100) **Total 42 people**	

	Egress	
11	One exit allowed in B and E Occupancies, when one story, up to 50 occupants and no more than 75 feet travel distance to exit.	Sec. 1005.2.2 Tbl. 1005.2.2
12	The walls, ceilings and floors of exit corridors should be one hour construction even though not required.	Tbl. 1004.3.2.1
13	Exit passageways must be 36 inches wide.	Sec. 1002.2.3 Sec. 1005.3.3.1
14	Exit signs are not required.	Sec. 1003.2.10.1 Exception 1
15	Means of egress illumination. The means of egress, including the exit discharge, shall be illuminated at all times the building space served by the means of egress is occupied.	Sec. 1003.2.11
16	Emergency power supply not required. (by implication)	Sec. 1103.2.11.2
17	Required exit doors shall provide a minimum clear width of 32" for occupant loads over 10. (A 36" wide door is the only standard size that will provide 32" clear.)	Sec. 1003.3.1.1
18	Exterior exit doors. Buildings used for human occupancy shall have at least one exterior door that meets the requirements of Section 1003.3.1.1.	Sec. 1005.3.1
19	Doors shall swing in the direction of egress travel where serving an occupant load of 50 or more persons… (Not required at Valley View by implication.)	Sec. 1003.3.1.2
20	Egress doors shall be readily openable from the egress side without the use of a key or special knowledge or effort.	Sec. 1003.3.1.8
21	Panic and fire exit hardware required in E Occupancies when the occupant load is 100 or more. (Not required at Valley View by implication)	Sec. 1003.3.1.8

CODE COMPLIANCE DISCUSSION and RECOMMENDATIONS.

- Some of the alternative floor plans include a second exit from the building. If a plan with a second exit is implemented, the exit door should be 36" wide (see Item 12).
- The walls and ceilings of any new exit corridors should be of one hour construction, since it is simple and inexpensive to construct. However, devising and constructing fire rated floor systems in the addition would not be cost effective and may not be necessary (see Items 13 and 17).
- Given the ease of exiting through the classroom windows, the front door widths should not be modified. The front door is 35" wide which almost meets the minimum exiting width requirement (see also discussion under Accessibility requirements).

ACCESSIBILITY

SPECIFIC ACCESSIBILITY REQUIREMENTS.

The table below is not exhaustively inclusive and the verbiage is not, in every citation, verbatim from the code.

Item	Description	Code Reference
01	The accessibility provisions excerpted below from Chapter 11 are the basic requirements for all new construction. The provisions excerpted from Chapter 34 are applicable to existing buildings (including historic) and may modify some of the requirements of Chapter 11.	
02	Where required. Buildings and structures, temporary or permanent, including their associated sites and facilities, shall be accessible to persons with physical disabilities.	Sec. 1103.1
03	Existing buildings accessibility. Existing buildings shall comply with Section 3408.	Sec. 1103.2.2
04	Site arrival points. Accessible routes within the site shall be provided from public transportation stops, accessible parking and accessible passenger loading zones, and public streets or sidewalks to the accessible building entrance served.	Sec. 1104.1
05	Connected spaces. When a building, or portion of a building, is required to be accessible, an accessible route shall be provided to each portion of the building, to accessible building entrances, connecting accessible pedestrian walkways and the public way	Sec. 1104.3
06	Toilet and bathing facilities. Toilet rooms and bathing facilities shall be accessible.	Sec. 1108.2
07	Where toilet rooms are provided at least one accessible toilet room complying with Section 1108.2.1 shall be provided.	Sec. 3408.8.4

ACCESSIBILITY COMPLIANCE DISCUSSION AND RECOMMENDATIONS

The table above and this discussion do not outline all accessibility requirements. Items such as 1/2" maximum thresholds, lever handles on doors, maximum settings for door closers, and the specific requirements for accessible toilets can be found in the verbiage of the Americans with Disabilities Act Accessibility Guidelines (ADAAG). This resource is a valuable addition to any school district's reference shelf. The information also can be found on the U.S. Department of

Justice website at "www.usdoj.gov/crt/ada". The goal of the district should be to make this facility as accessible as possible.

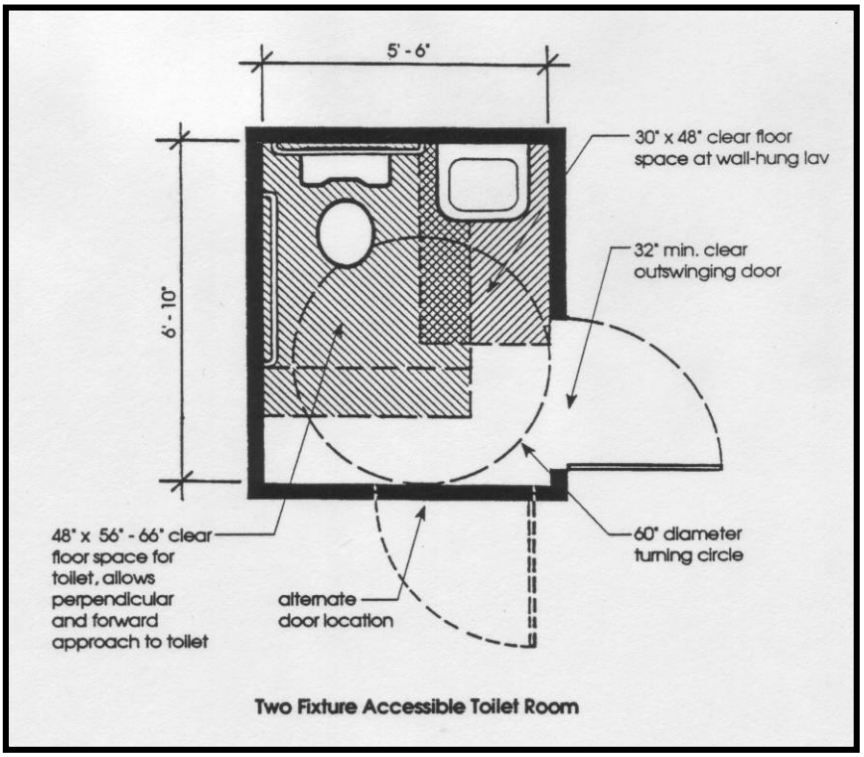
The Valley View School does not meet requirements for universal accessibility.

- There are steps at the front entrance.
- The front door is 36” wide, which is standard for wheelchair access, and the doors from the vestibule into the classroom are 32” wide, which is minimally adequate.
- The north classroom door into the WPA addition is only 29” wide.
- There are concrete steps leading from the classroom into the addition.
- Although the exterior person door on the addition is only XX” wide, the vehicle door could provide wheelchair access.
- There is no formal circulation on the site, and the rough surfaces would be difficult to navigate by anyone in a wheelchair or with impaired vision.

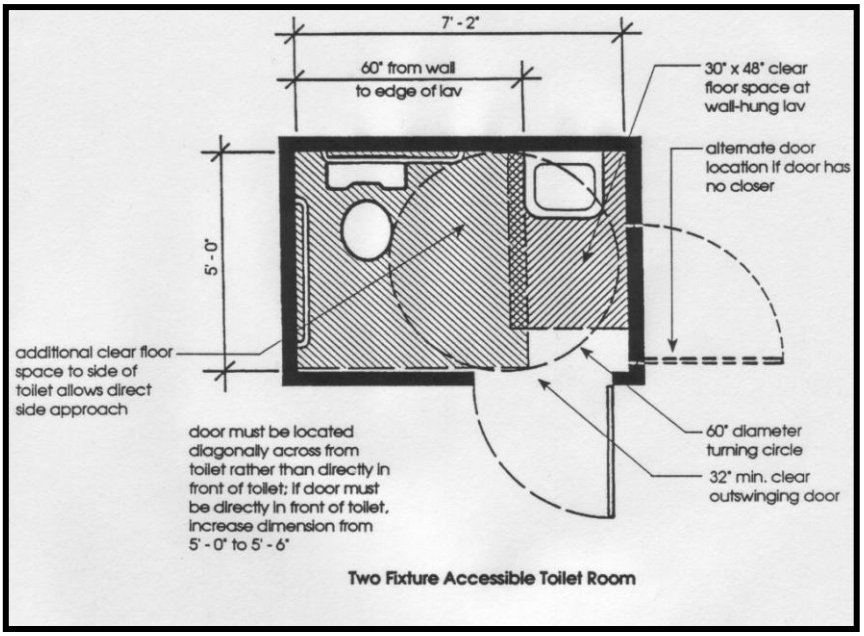
RECOMMENDATIONS

- An accessible parking space should be provided on the west side of the building.
- Pedestrian circulation paths on the site should be accessible. This can be accomplished with gravel paths (as well as hard surface) by using U.S. Forest Service guidelines.
- A ramp should be constructed on the west side of the main entry stoop where the difference between grade and the building floor level is at its minimum. While a ramp could be constructed to the rear entrance in those designs that incorporate a rear exit door, wheel chair users prefer to enter the front door with everyone else. It is felt by the preparers of this document that the qualities that make Valley View School significant would not be compromised by a ramp structure to the front stoop. The ramp should be designed in a way that renders it as transparent as possible. This can be done by using grade to minimize the vertical distance and using metal members for the handrail if the ramp is steep enough to require a rail.
- All areas affected by the alterations in the addition should be made accessible. This suggests that all room doors should be 36" wide with lever handles, ½" high thresholds (or no thresholds at all), etc.
- The existing front entry door width should remain as is since it nearly meets standards.
- Typical wheel chairs are 30" wide and 42" long, including footrests and can traverse a doorway from straight on when it is fully open and there is sufficient space perpendicular to the opening. The two interior entry doors separating the vestibule and classroom meet these criteria and should not be changed in width. Also they should not be fitted with closers as closers resist opening and require a different approach by wheel chair users.
- Both new restrooms should be fully accessible.

Figures 37 and 38. Two examples of accessible toilet rooms.



Two Fixture Accessible Toilet Room



Two Fixture Accessible Toilet Room

PART V–PRESERVATION PLAN

TREATMENT RECOMMENDATIONS

Preservation places a high premium on the retention of all historic fabric through conservation, maintenance, and repair. It reflects a building's continuum over time, through successive occupancies, and the respectful changes and alterations that are made.

Rehabilitation emphasizes the retention and repair of historic materials, but more latitude is provided for replacement because it assumes the property has suffered more deterioration prior to work. *(Both Preservation and Rehabilitation standards focus attention on the preservation of those materials, features, finishes, spaces, and spatial relationships that, together, give a property its historic character.)*

Restoration focuses on the retention of materials from the most significant time in a property's history, while permitting the removal of materials from other periods.

Reconstruction establishes limited opportunities to recreate a non-surviving site, landscape, building, structure, or object in all new materials.

RECOMMENDED TREATMENT APPROACHES FOR VALLEY VIEW SCHOOL

It is recommended that the Valley View School be ***rehabilitated***, with respectful changes to character-defining elements that are necessary to provide facilities needed for accessibility, code compliance, and a specialized educational use.

The exterior character of the entire school should be preserved as much as possible, allowing for the replacement of badly deteriorated or missing elements and for the installation of a new accessible exit door in the WPA addition. Also in the WPA addition, where room arrangement requires removal of window openings, the fenestration pattern should be preserved through design measures.

The character of the interior of the vestibule and classroom should be retained as much as possible while providing facilities and functional needs for a specialized educational use. This would include providing additional access between the classroom and the WPA addition, and new room arrangements and partitioning in the WPA addition.

The privies, flagpole, and swing frame should be retained.

SUMMARY

Valley View School is structurally in good condition. It retains a tremendous amount of its original fabric, but much has deteriorated to poor condition due to vandalism and exposure to the weather.

The front stoop must be replaced. The roof and much of the siding and exterior trim is in poor condition and must be replaced. The windows and exterior doors are generally in poor condition and must be replaced, with the exception of the vestibule windows that could be rehabilitated.

Wainscoting in the classroom, beaded siding in the vestibule, interior trim, and most of the flooring can be patched or refinished, as can much of the plasterwork in the classroom. The blackboards do not meet the requirements of current education practice, and should be replaced with whiteboard, retaining *in situ* examples of the two types of historic blackboards .

The interior of the WPA addition can provide the new support facilities needed for a modern school: mechanical room, storage, toilet rooms, counselor's office, kitchen, and teacher's lounge. This will require new partitioning and finishes, raising the floor level to that of the classroom and revising the north wall of the classroom to allow access to the spaces. Although not required by code, at least one exit door from the WPA addition is needed for safety. Depending on the final plan layout, the existing rear exit door may be converted to a window, and some windows must be covered on the interior.

A well and septic system are needed as is plumbing for toilet rooms and kitchen facilities. New electrical, mechanical, and communications systems are required.

The privies should be weathered in, squared somewhat, leveled, painted and their doors locked. The privy pits are filled with clean sand or fine gravel. The privies should not be used.

This project can be accomplished as a single project, and therefore phasing is not necessary. However, should choices have to be made about which work to accomplish first, these priorities should be followed:

1. Rehabilitate exterior of school building:
- Reroof and reflash.
- Rehab existing doors between vestibule and classroom and vehicle door in WPA addition. Install new doors
- Rehab existing windows in vestibule. Install new windows elsewhere.
- Rehab and paint siding.
- Repoint concrete block.
- Install metal water table and skirt.
- Slope grade away from building.

2. Correct site drainage to prevent further erosion. Provide well and septic system.

3. Provide access and circulation.

4. Rehabilitate historic interior finishes.

5. Rehabilitate WPA addition for new use, including installing plumbing, electrical, mechanical, and communication systems in entire building.

6. Stabilize privies.

ESTIMATED COSTS

Estimated costs are removed from this document because prices of materials change rapidly and as time passes the estimates become less accurate.

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APPENDICES

APPENDIX A -- VALLEY VIEW SCHOOL PRELIMINARY PROGRAM

Alternative Classroom Program Information

The following is the result of an interview held on November 20, 2003 by CCPP architect Gary W. Higgins with Nancy Sanger, Director of Curriculum for Salida School District RE-32-J. This program, titled preliminary, is used as the design direction for the historic structure assessment. The floor plan layouts *(Appendix B - Floor Plans for Adaptive Use)* are based on this program. Prior to preparing construction documents, the program should be reviewed and updated as necessary to incorporate new information.

What is an alternative classroom program?
The Title is "Salida Academy--Alternative Classroom". It is a program for students who are unable to be successful in the regular programs. Students who can't deal with a standard school setting or who have difficulty in social situations.

How does it work?
It places a student in a situation where it is possible to provide more attention and guidance. It focuses on basic scholastic areas like math, English, social studies.

Who administers it?
There is a person who is a quarter-time director. Nancy Sanger, Director of Curriculum for the School District, oversees the program.

Who teaches?
There is one teacher, one counselor, and a para-professional.

Who are the students?
The target group is Middle School and High School, grades 7 through 10.

Number of Participants?
Current number is 6. Ms. Sanger feels it would be difficult to have 20 or 30 in the program.

Types of activities?
Basic academic activities, classes, individual and group counseling, one-on-one with teacher, computer activities, recreation such as indoor games and outdoor recreation,

too. There could be more service learning in the future. At the rented space they have a basketball court. She envisions this kind of outdoor recreation need at the new facility.

Does the Alternative Classroom grant carry special facility requirements?
No, except the usual school facility needs including accessibility.

Times and Patterns of Use

Year-Around?
August to May, but increasingly the school facilities are used year around, so we should think in terms of using through the entire year.

Daily?
Basically 7 AM to 4 PM.

After hours use?
Yes, and this will increase. They are talking with Colorado Mountain College to conduct an evening GED program. Ms Sanger sees the Valley View site as good for a lot of similar programs and activities.

Summer use?
Yes.

Interiors

Number of interior spaces?
The large open space should be kept as open as possible. There may be a need for some flexible partitioning.

Teaching space?
Most activities are best done in an open room.

Office space?
One totally private room is absolutely necessary for counseling. The teacher probably doesn't need a private office.

Restrooms?
Yes. One for each sex, as a minimum. On the visit to the currently rented space, the teacher suggested the rooms should be visible from the big room. At the current space there is a partition between the main room and the toilets, which is on the verge of causing problems. Ms. Sanger suggested that one answer might be a convex mirror so the toilet doors could be observed from the main room.

Storage?
Yes, for the typical school stuff. There may be a need for secure storage of some equipment.

Other

A small basic kitchen with a refrigerator, sink, microwave, and range. It would be good to have a faculty lounge where the staff can confer in relative privacy--the kitchen might be a part of this or shared between this space and the main space.

Character of Space

Furnishings
The standard furnishings such as teacher and student desks, tables and loose chairs.

Built-ins?
The rented space has wide hinged shelves for computers and plenty of electrical outlets that Ms. Sanger feels work very well. Lockers are not desirable. Outerwear can be put on hooks and shelves.

Space darkening needs?
Yes

Communications and learning tools

Telephone?
Two phone lines plus whatever the computer internet needs are.

Internet?
Yes, wireless net with dish.

Satellite dish required on site?
Yes.

Umbilicals to the main campus?
Satellite dish.

Audio Visual Equipment
TV plus VCR or DVD player, projection screen, maybe power point equipment.

Copying, reproduction, faxing?
Yes

Heating, Ventilating, Air Conditioning

Special needs or features?
None

Electrical Systems

Exterior lighting
As needed for any such facility

Security systems:
Video cameras inside and out are desirable. At the main campus, these can be accessed from several places including administrators' homes via internet. Video cameras have virtually stopped vandalism and other such activities on campus. Ms.

Sanger feels that the students aren't bothered by this--they see surveillance cameras at Wal Mart and many other places--they are a part of their lives. We discussed putting at least one outdoor video camera on the exterior of the Valley View building under lights in plain view, since the site is remote from oversight of any kind.

Special Accessibility Requirements

The standard.

Maintenance

Custodial -- Cleaning supplies water sources?
A janitors closet is needed but need not be elaborate.

Physical plant
Shop work such as welding electrical, etc. will be done in the janitors' shop at the main campus.

Parking

Teachers, Students, Visitors?
Ms. Sanger feels the 20 vehicle spaces we discussed earlier will be adequate.

Bus spaces?
She suggested we be sure our turning radius is adequate for a bus to turn around.

Overnight parking?
None anticipated.

Other Site Requirements

Snow Removal?
At the main campus it is done by custodial staff and they will probably also do it at Valley View.

APPENDIX B – FLOOR PLANS FOR ADAPTIVE USE

The following adaptive use floor plans are presented as possibilities and should not be views as final. Any of them could be used verbatim or with modifications. Elements of individual plans could be mixed and matched with others, provided the elements integrate well into a logical whole.

All show the floor of the WPA addition raised up to the floor level of the main building. Alternates "A" and "C" show interior stairs to get down to the existing exterior door in the north wall of the addition. The remaining plan, "B", is on a single level.

All show a mechanical/electrical room in the rear of the building with exterior access. it is intended that the M/E room be developed at the level of the current concrete floor slab, but the floor level could be raised up to the same level as the main floor if it were deemed to work better at the higher level.

They all incorporate a second exit even though code does not require one. School district administration feels a second exit is an appropriate and prudent element to assure exiting safety. In one case this second exit can be made wheelchair accessible.

None incorporates a Janitor Closet. This equipment can be stored in a storage area. Hose bibs for filling mop buckets can be installed in the Boys' Toilet.

Some of the storage areas can be separated and locked, while others may be open to all.

FEATURES OF EACH PLAN

Alternate A

- Utilizes existing rear door as a second exit accessed through corridor and stairs.
- Kitchen is in main Classroom area.
- Toilets access from corridor in addition; toilet plumbing is back-to-back.
- Least amount of storage space.

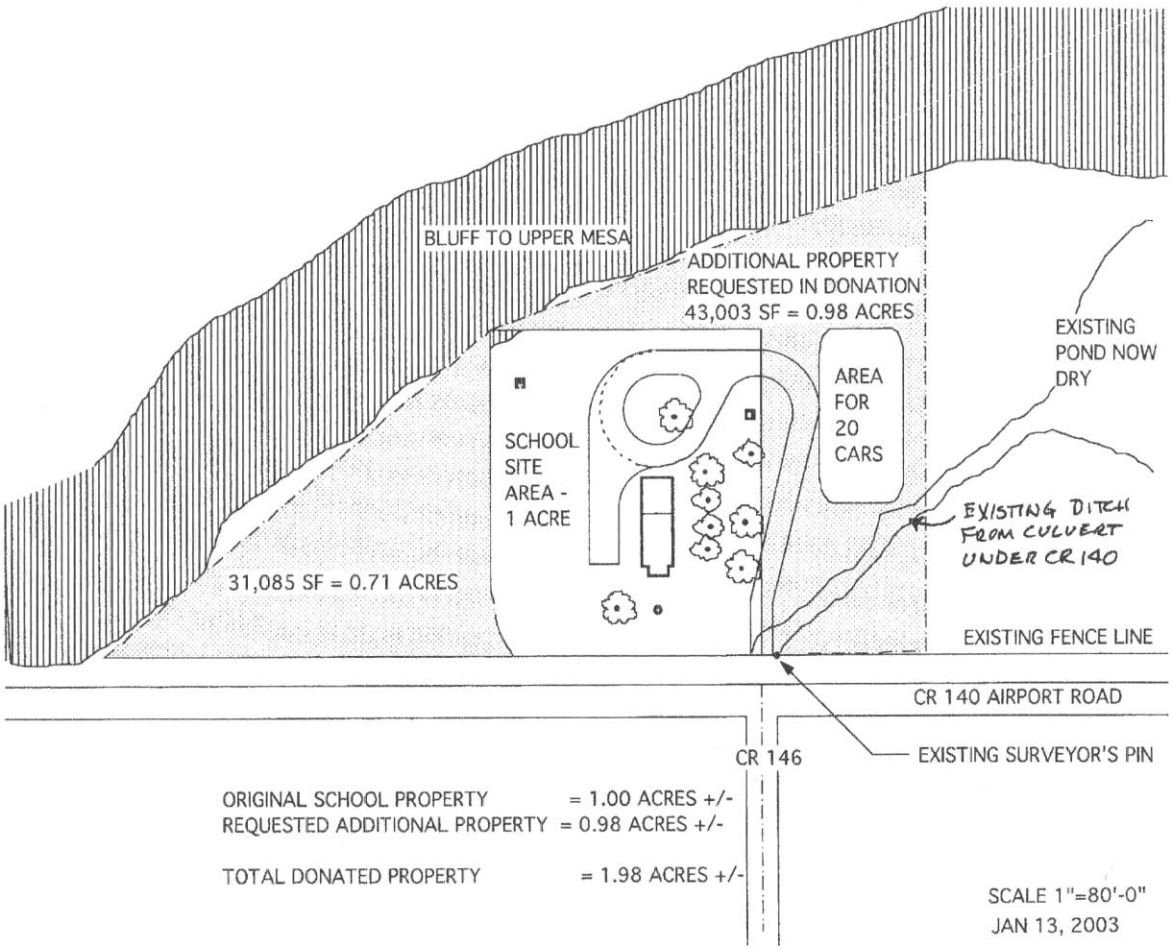
Alternate B

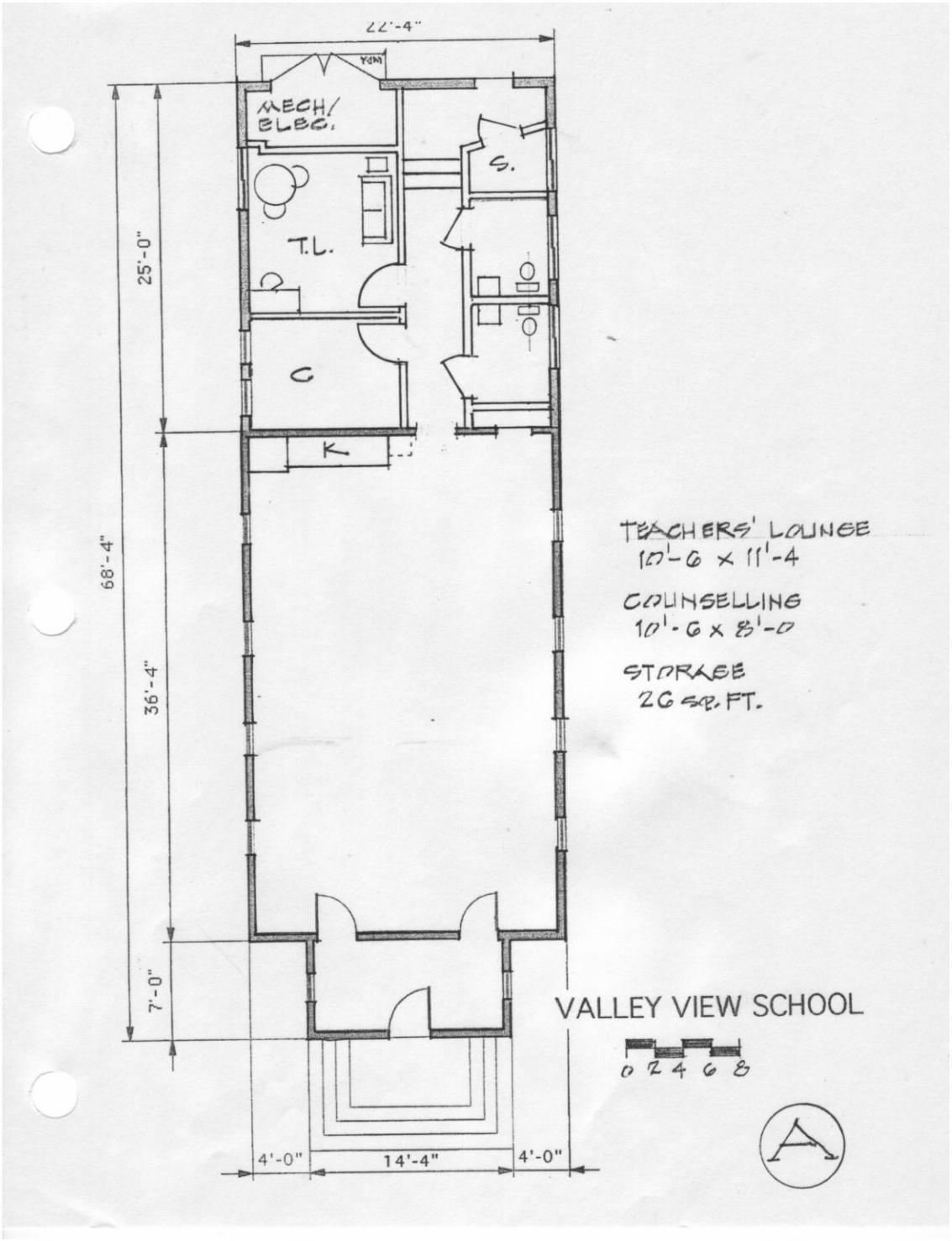
- Incorporates a new second exit door in place of existing shutter in west addition wall. Could be made accessible with exterior ramp.
- Toilets access from Classroom.
- Kitchen in addition with large opening from Classroom.
- Median amount of storage space.

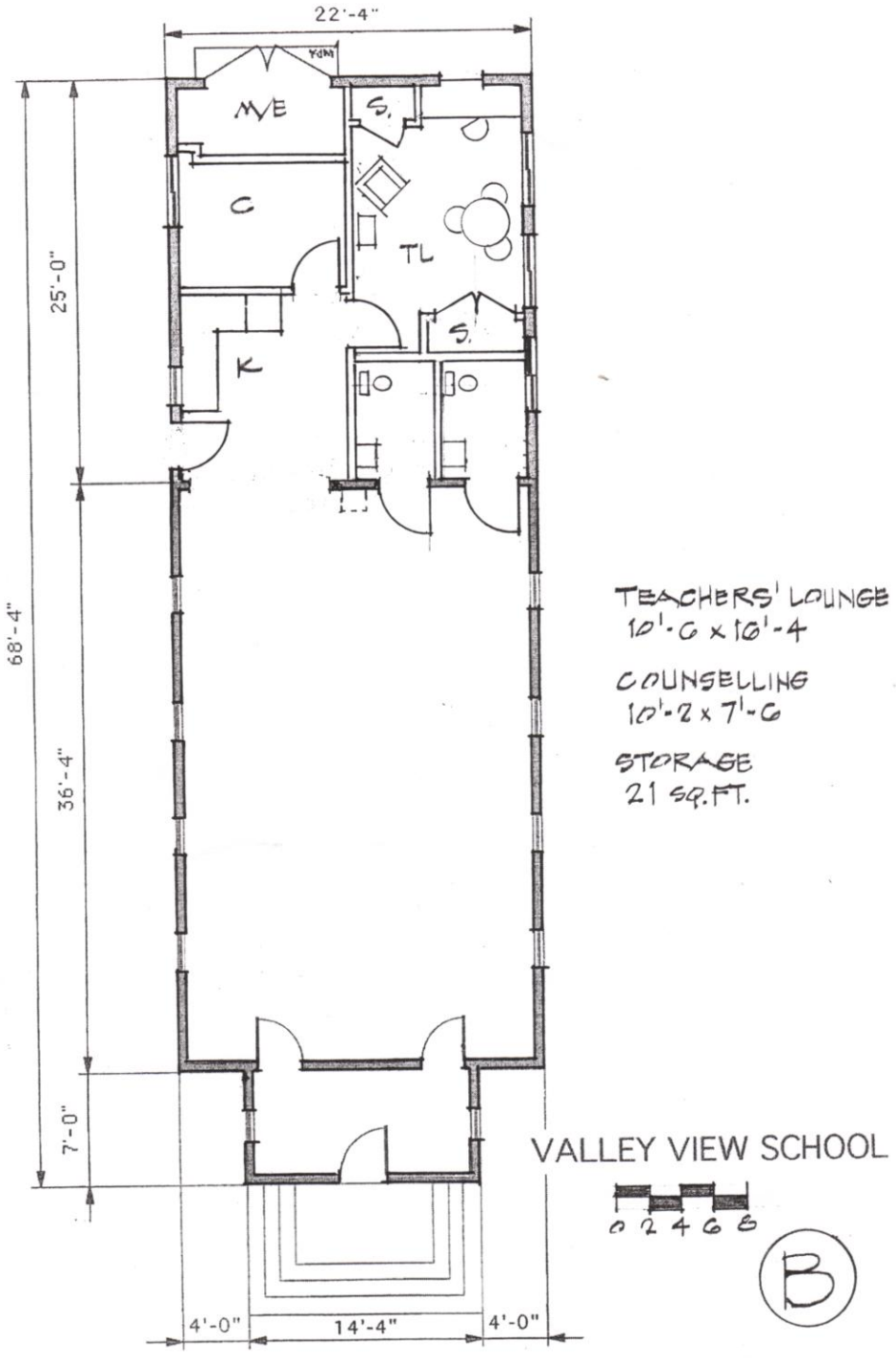
Alternate C

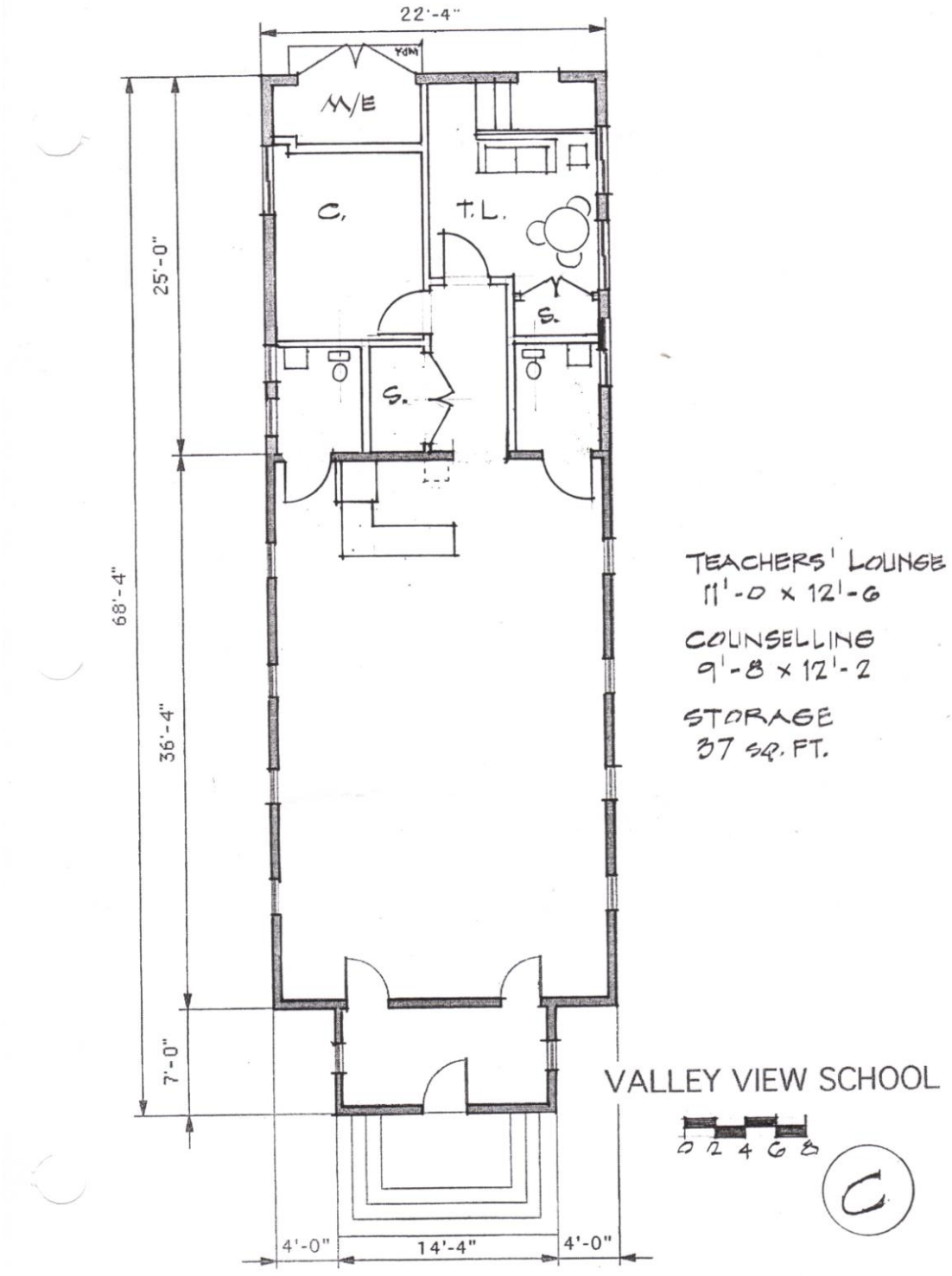
- Utilizes existing rear door through Teachers' Lounge.
- Toilets access from Classroom
- Kitchen in main Classroom area.
- Largest amount of storage space.

VALLEY VIEW SCHOOL SITE PLAN




22'-4"
MECH/
ELEC.
S.
T.L.
C
K
25'-0"
68'-4"
36'-4"
7'-0"
TEACHERS' LOUNGE
10'-6 x 11'-4
COUNSELLING
10'-6 x 8'-0
STORAGE
26 SQ. FT.
VALLEY VIEW SCHOOL
0 2 4 6 8
4'-0"
14'-4"
4'-0"
A


22'-4"
MVE
S.
C
TL
S.
K
25'-0"
68'-4"
36'-4"
7'-0"
4'-0"
14'-4"
4'-0"
TEACHERS' LOUNGE
10'-6 x 10'-4
COUNSELLING
10'-2 x 7'-6
STORAGE
21 SQ.FT.
VALLEY VIEW SCHOOL
0 2 4 6 8
B


22'-4"
M/E
C.
T.L.
S.
S.
25'-0"
36'-4"
68'-4"
7'-0"
4'-0"
14'-4"
4'-0"
TEACHERS' LOUNGE
11'-0 x 12'-6
COUNSELLING
9'-8 x 12'-2
STORAGE
37 SQ. FT.
VALLEY VIEW SCHOOL
0 2 4 6 8
C

APPENDIX C – PRELIMINARY DRAINAGE REPORT

Preliminary Drainage Report for Valley View School, Chaffee County, CO, Project Number 04011, February 4, 2004.

This report is available from Crabtree Group, Inc., 325 D Street P.O. Box 924, Salida, CO 81201.